

**School of Education**

**University Student Equity Initiatives: An Examination of the  
Efficacy of Programs and Practices to Inform Best Practice**

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**This thesis is presented for the Degree of**

**Doctor of Philosophy**

**of**

**Curtin University**

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# DECLARATION

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To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgment has been made.

This thesis contains no material which has been accepted for the award of any other degree or diploma in any university.

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## ABSTRACT

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This research study examined a sample of student equity programs conducted by Australian universities. Student equity programs are funded through the Higher Education Participation and Partnership Program (HEPPP) established by the Australian government in 2009. The HEPPP funding was to enable universities to undertake strategic activities to improve access to and participation in higher education for people from low socio-economic status and Indigenous backgrounds who did not historically transition into university after completing secondary school. Student equity programs are broadly categorised as outreach, access or support, or a combination of these categories.

The primary research question which guided this study was “*How is the success of university equity programs evaluated and reported in Australian universities?*” A case study approach was utilised and qualitative data collection methods such as semi-structured interviews and document analysis were employed for this study. This research was unique in that it utilised the perspectives of equity program managers, co-ordinators and practitioners. Participants provided data on program objectives, strengths, areas for development, reporting and evaluation practices within their programs. All participants were volunteers in this study.

Data were collected in three stages involving semi-structured interviews ( $n=18$ ) and a meta-analysis of case studies ( $n=93$ ) concerning student equity programs conducted in Australian universities. Interview data provided the context around reporting of programs and current evaluation practices within the programs. Stage One provided a baseline of current practices at a case study university through semi-structured interviews and document analysis. Stage Two involved semi-structured interviews of the initial participants’ practices, some 12 months following. Stage Three consisted of a meta-analysis of case study data from other Australian university programs, to determine and triangulate evaluation practices outside the case study university.

This study identified seven “Indicators of Success” for student equity programs. This is consistent with contemporary literature which suggests that there are multiple factors which impact on decisions to undertake higher education. Programs which

address academic improvement; school attendance; self-efficacy; family support/engagement; specific career preparation; social/cultural capital; and self-motivation are more likely to see the successful transition from secondary school into, and graduation from, higher education. This study also identified challenges faced by program staff which they believe reduced the effectiveness of student equity programs. These included constraints of the current annual funding model; time to establish partnerships; obtain ethics approvals; recruit and train staff; reporting complexities; and lack of skills and training opportunities to undertake rigorous evaluation of their programs.

As the demand grows for evaluation of student equity programs, the researcher proposes a model of good practice beginning at the planning phase of programs to ensure that evaluation is considered at the start of the program lifecycle. This promotes the collection of appropriate data to inform evaluation and answer key questions on program performance. Program managers will also be more informed when making decisions on the sustainability or future iterations of student equity programs.

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# 1 Introduction

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## 1.1 Chapter Overview

This chapter commences with an overview of this research with reference to background information, significance of the research, and the rationale behind this study. Outlined are the research aims and objectives, and a brief overview of the methodology undertaken to address the research questions along with the terminology used throughout this study. The chapter concludes with an overview of the structure of this thesis.

## 1.2 Overview of the Issue

A strong feature of the widening participation agenda is to raise the aspirations of people who are under-represented in higher education (Harwood, McMahon, O'Shea, Bodkin-Andrews & Priestley, 2015). Equity and social justice are readily referred to in the discourse of widening participation in higher education as a means of addressing the systemic disadvantages experienced by people with low levels of or no education (Cupitt, Costello, Raciti & Eagle, 2016). Since 1988, Australian government policies have focussed on increasing the participation of traditionally under-represented groups in higher education. These equity groups include people from low socioeconomic status (low SES) backgrounds, people in rural and regional Australia, and Aboriginal and Torres Strait Islander people. The 'Higher Education: a policy statement' paper (Dawkins, 1988) began a discussion about the long term development of Australia's higher education system. This was undertaken with key stakeholder institutions to consider how Australia would approach new growth opportunities which would deliver benefits to all Australians (Dawkins, 1988). The discussions on equity in higher education continued, and in 2008 the Bradley Review was undertaken which resulted in the 2009 reform agenda called 'Transforming Australia's Higher Education System'. One key element of this reform agenda was that regardless of people's financial status and background, they should have access to higher education studies should they have the requisite academic ability. There was an increased focus on the student through learning and employment pathways by providing rich experiences to achieve educational outcomes. The aim was to deliver

this through quality teaching and research with robust standards and accreditation (Australian Government, 2009).

Between 2013 and 2016, over \$500 million from a government funded program known as the Higher Education Participation and Partnership Program (HEPPP) was granted to Australian universities to develop student equity programs. These aimed to build aspiration for higher education, and establish pathways and support mechanisms which promoted success when undertaking university study (Department of Education and Training, 2016). Positive trends in access for historically under-represented groups can be directly linked to the Australian government and institutions placing equity group participation centrally in the higher education agenda (Naylor, Baik & James, 2013). Hence the Australian government's HEPPP funding has provided an important resource for universities and has led to a wide range of significant equity programs across the nation (Naylor et al., 2013). The programs were broadly categorised as Outreach, Access or Support programs and aimed to assist prospective students aspire to higher education, enter and complete university study. Given the complexity of this goal, programs were numerous, varied and conducted in primary and secondary schools, local community settings and university campuses.

### **1.3 Statement of Problem**

The value and benefits of a well-educated Australia cannot be under-estimated; however, there must be accountability for the government funding supporting student equity programs. Evaluation is a powerful tool to provide insights to program managers and institutional decision makers on program worth (Scriven, 1994). HEPPP grant conditions include the provision of an evidence base of what works, through the evaluation of equity programs to assess the outcomes of equity initiatives (Australian Government, 2012). The literature is scant in terms of empirically designed evaluation frameworks utilised by equity practitioners which show clear links between program goals and outcomes. There are nevertheless, key contributors who have outlined evaluation models to guide the field of equity practice in assessing outcomes of program goals (Gale, Sellar, Parker, Hattam, Comber, Tranter & Bills, 2010; Naylor, 2014). To date, the uptake of these frameworks has been limited. A key example is Naylor et al. (2013) who developed

the ‘critical interventions framework’ whereby initiatives are grouped into broad categories by which phase of the student life cycle they target. The effectiveness of initiatives, however, may vary depending on their unique context, pedagogy and administration. Hence, it is difficult for equity practitioners to operationalise measures which predict expected outcomes from participation in particular activities.

While evaluation frameworks have been developed, there are difficulties in operationalising evaluation measures given wide ranging influences impacting the success of equity programs. This research focusses on the evaluation practice of equity practitioners in order to capture the indicators of success for student equity programs. While substantial research has focussed on student equity programs in Australia, this has mainly investigated student experiences and university data on enrolments and retention (Barnes, Macalpine & Munro, 2015; Beckley, 2014; Crawford, 2014; Cooper, Baglin & Strathdee, 2016; Fleming & Grace, 2014; Fleming & Grace, 2015; Gale & Parker, 2014; Gray & Beresford, 2008; Guskey, 2013; Haines & Mueller, 2013; Hall, 2015; Lim, Anderson & Mortimer, 2016; Lisciandro & Gibbs, 2016; Liu & McGrath-Champ, 2014; Scull & Cuthill, 2010; Singh & Tregale, 2015; Thalluri, 2016). There was a distinct lack of research using the data gathered from equity practitioners who conduct these programs. Due to this gap in the literature regarding equity practitioners’ perspectives, this study examined their experiences with implementing and evaluating student equity programs.

#### **1.4 Research Aims and Objectives**

The aim of this research was to identify indicators of success for HEPPP-funded student equity programs operating in Australian universities and designed to increase the participation of under-represented people in higher education.

The primary research question for this study was “*How is the success of university student equity programs currently reported and evaluated within Australian universities?*” To explore this topic, a qualitative case study approach was utilised to capture the perspectives of equity practitioners conducting student equity programs.

The following research objectives were developed to answer the primary research question:



- 1) Identify current student equity programs implemented by Australian universities (interview/reports/publications)
- 2) Identify and evaluate the reporting practices associated with student equity programs (interviews, document analysis, publications)
- 3) Identify indicators of success for student equity programs from equity practitioners perspectives (interviews, publications)
- 4) Develop a model of good practice for evaluating and reporting on student equity programs.

## **1.5 Background of the Study**

In 2008 the Australian Government commissioned a comprehensive review of the higher education system. It found that higher education was central to maintaining the high standard of living in Australia, a contention that was underpinned by a number of factors including a robust economy, and a civil and just society (Bradley, Noonan, Nugent, & Denton, 2008). This review identified the higher education sector as a major contributor towards developing a skilled Australian workforce. However, it highlighted the importance for all citizens to share in this benefit (Bradley et al, 2008). The Bradley Review was fundamental to the reform agenda “*Transforming Australia’s Higher Education System*”. At the time, it was considered a major reform mechanism that could transform the scale, potential and quality of universities as well as open doors to a new generation of Australians (Australian Government, 2009). The Australian Government provided \$5.4 billion over four years with the promise of additional resourcing for a further ten years, to drive these changes within the higher education system (Australian Government, 2009). This funding was to be divided into four broad categories as shown in Figure 1-1.

## Transforming Australia's Higher Education System

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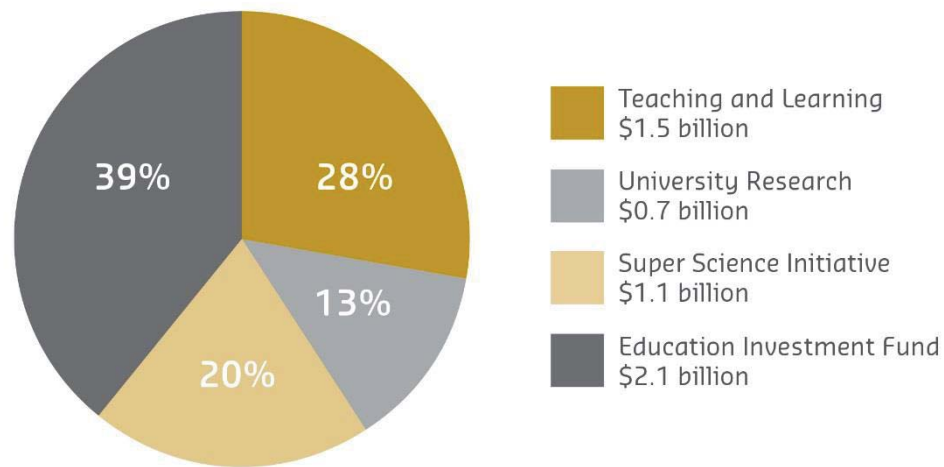


Figure 1-1: Distribution of government funding (Australian Government, 2009)

This funding was to improve teaching and learning, research, university infrastructure, and higher education access and outcomes for students from low SES backgrounds, and lead to the development of partnerships between universities and disadvantaged schools (Australian Government, 2009). The Australian Government had implemented this policy with a view that all Australians with the aspiration and academic ability to undertake higher education should be given the opportunity to do so (Australian Government, 2009, DIICCSRTE, 2013, Bradley et al, 2008). The Australian Government stated that “*ensuring equality of opportunity to participate in higher education is pivotal in building and enhancing Australia’s human capital and to developing a highly skilled workforce*” (Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE), 2010; DIICCSRTE, 2013, p.1).

### 1.6 Australian Government Equity Policies

Since 1988, various Government policies have been in place to support people from under-represented groups accessing higher education. The Australian Government named six equity groups of interest and defined a range of equity objectives, targets and strategies (Martin, 1994). These six groups were listed as: people from low SES backgrounds; people with a disability; Aboriginal and Torres Strait Islander people; people from rural and isolated areas; people from a non-English speaking

background; and women in non-traditional areas of study and higher degrees (DIICCSRTE, 2013). According to Bexley, Harris and James (2010), not everyone within these groups experiences educational disadvantage, as the patterns of participation in education differ across the groups. Equity had been the subject of public discourse for almost 30 years as highlighted in Table 1-1 and various policies and reviews were released which sought to address this issue. A summary of the government equity policies and reviews is shown in Table 1-1.

Table 1-1: *Summary of Australian government equity policies and reviews of the higher education sector*

<b>Year</b>	<b>Policies and Reviews into Australian Higher Education</b>
1988	Higher Education: A Policy Statement (White Paper)
1990	A Fair Chance for All
1991	Report of the Higher Education Performance Indicators Research Group
1994	Equity and General Performance Indicators (Martin's Indicators) in Higher Education
1996	Equality, Diversity and Excellence: Advancing the National Education Equity Framework
2002	Crossroads Review of Higher Education
2003	Backing Australia's Future
2008	Review of Australian Higher Education (Bradley Review)
2009	Transforming Australia's Higher Education System
2012	Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt Review)
2013	Review of Higher Education Regulation (Lee Dow-Braithwaite)
2014	Review of the Demand Driven Funding System (Kemp-Norton)

As shown in Table 1-1, a number of policies between 1988 and 2003 sought to address equitable access to higher education in Australia; hence equity outcomes in higher education were a key part of the review commissioned by the Australian Government. The Bradley Review (2008) found that women and students with disabilities had made progress with access to higher education. The numbers of women enrolling in study had overtaken that of men; however, women were still under-represented in the areas of research, engineering and information technology.

An improvement was recorded for the numbers of students with disabilities enrolling in higher education; however, their numbers were still well below their population share. Additionally, there was improvement in the numbers of students enrolling from non-English speaking backgrounds which was on parity with their population share (DIICCSRTE, 2013; Bradley et al., 2008). These results indicated a positive outcome; however, this was not the case for all equity groups. The Review determined that more work was needed to increase the representation of people from low SES backgrounds, Aboriginal and Torres Strait Islander people, and people from regional and remote areas in higher education.

The Higher Education Participation and Partnerships Program (HEPPP) was introduced in the 2009 Budget by the Australian Government as part of its reform agenda: *Transforming Australia's Higher Education System* (Australian Government, 2009; DIICCSRTE, 2013). This was in direct response to the findings of the Bradley Review. Among other goals, the policy aimed to increase the participation of students from low SES backgrounds in higher education to 20% of all domestic undergraduate students by the year 2020 (Australian Government, 2009). The aim of the HEPPP funding was to assist universities to design and implement activities which sought to raise the aspirations and capacity of people from low socioeconomic backgrounds and Indigenous Australians to participate and succeed in higher education. It also sought to ensure provision of the necessary support services.

Under the *Higher Education Support Act 2003*, all universities in receipt of government grants had to enter into a written agreement with the Australian government. These agreements are known as Mission based Compacts; they set out the strategic framework between an individual university and the Australian government (Department of Education and Training, 2016a). Mission-based Compacts for the HEPPP were introduced in 2011 between the Australian government and Australian universities (Department of Education and Training, 2016a). These Compacts listed a number of equity objectives, including the commitment to a fair and equitable higher education system that provides equal opportunities for people from all backgrounds to participate to their full potential.

The Commonwealth was also committed to enhancing the participation and outcomes for Aboriginal and Torres Strait Island people in higher education.

Additional responses to the Bradley Review included undertaking a review of higher education access and outcomes for Aboriginal and Torres Strait Islander people and the introduction of targeted financial support to students from regional and remote areas. In 2012, a report into the outcomes and access of higher education by Aboriginal and Torres Strait Islander people found that they were still under-represented in the higher education sector, which contributed to their social and economic disadvantage (Behrendt, Larkin, Griew & Kelly, 2012).

Over the period covered in Table 1-1 there was bipartisan government support to ensure that all Australians who wanted to participate in higher education had the opportunity to do so. This support continued following the change in Australian government after the 2013 election; however, major reforms were proposed by the new Australian government for the higher education system. These reforms were linked to a new funding model known as the Higher Education Participation Program (HEPP), which was a consolidation of the previous components of HEPPP. The proposed reforms were quite broad and highly controversial sparking substantial public debate. The changes failed to pass through the legislative process and the new HEPP never eventuated, but the partnerships component of funding was removed. It was expected, according to the Department of Education and Training website, that *“HEPP will provide strategic guidance to universities on evidence based strategies and move the program funding arrangements for universities from an annual to a three year funding basis”* (Australian Government, 2014). The implication of this HEPP funding was that evaluation of these student equity programs would be mandatory so that universities could provide an evidence base of how their student equity programs impacted on the target population. For the purpose of this research, the unchanged terminology is used, that is, the program is known as the Higher Education Participation and Partnerships Program (HEPPP) due to legislative changes not occurring.

The Australian government and universities needed to understand which programs were working, or not working, and why. This strengthened the need for rigorous

evaluation of student equity programs, and raised an important question of what is to be measured and how, to show the impact of the programs.

## **1.7 Equity in Education**

The term “equity” is defined as fairness and is substantiated in the concept of social justice (*The Glossary of Education Reform*, n.d.). Equity as defined by the United Nations Children’s Emergency Fund (UNICEF) “*means that all children have an opportunity to survive, develop, and reach their full potential without discrimination, bias or favouritism*” (Bamberger & Segone, n.d., p. 3). It is acknowledged that equity is not about creating equality across society; what equity in education seeks to ensure is that circumstances in which people find themselves do not hinder their opportunities to engage in primary, secondary and higher education (Bamberger & Segone, n.d.).

In the discussion document produced for the “A Fair Chance for All” policy (1990), John Dawkins highlighted the point of view taken by the then government, that education and training were vital to providing opportunities for people who were considered to be from disadvantaged groups (Commonwealth of Australia, 1990). The government sought to address social justice inequities and stated that education was a key driver which could deliver improved work and life opportunities. The overall objective of the policy was to ensure that all Australians who had the academic ability should be able to participate in higher education and that the university community should reflect a proportional representation of the society at that time.

The Australian Government has been committed to expanding participation in higher education (DIICCSRTE, 2013), which was expected to provide a stronger workforce for future economic conditions (DIICCSRTE, 2013). A Policy Brief published by the OECD in 2012 regarding equity in education identified a link between the success and completion of higher education and an increase of personal income (OECD, 2012). In addition, the OECD considers that a well-educated population is now deemed essential to the social and economic well-being of countries and individuals (Gale & Tranter, 2011).

## **1.8 Methodology Overview**

This research study is situated within a qualitative research paradigm as it is most closely aligned with the Interpretivist view, which implies that there are many views and multiple realities (Arthur, Waring, Coe & Hedges, 2012; Creswell & Plano Clark, 2011; Merriam, 2009).

A qualitative case study approach was used in this study as the researcher sought to explore a specific case by examining a particular area (student equity programs in Australian universities) within a particular environment (higher education in Australia). As the overarching research question aims to determine “how” success is reported for student equity programs, the case study methodology was appropriate to explore current processes and practices of student equity programs. The case study approach enabled a range of perspectives to be identified (Anderson, 2007; Yin, 2009).

This study was conducted in three phases. Phase One consisted of an extensive review of the literature to identify current gaps and position this study. Data collection was completed during Phase Two. Data were collected through semi-structured interviews with equity practitioners to establish current evaluation practice, follow-up interviews 12 months later and a meta-analysis of 93 student equity programs conducted in Australian universities. Phase Three included the analysis and triangulation of all data. Recommendations and implications for practice and future research were identified and are outlined.

## **1.9 Theoretical Perspective**

The purpose of research is to add knowledge, improve practice and inform policy or debate about a particular phenomenon. Therefore the theoretical perspectives make explicit the grounds on which research findings may be interpreted or used by others. Grounded theory was established over 50 years ago and is widely used in qualitative research, particularly in medicine and education (Glaser & Strauss, 1967). It allows theories to emerge from the data as opposed to matching data to preconceived theories or frameworks (Mills, Bonner & Francis, 2006). Constructivism posits the view that knowledge and reality are contingent on human practice (Broido & Manning, 2002). It recognises that there is no objective reality for example: no black

and white; and no right and wrong (Broido & Manning, 2002). The constructivist paradigm asserts that there are as many realities as there are humans; however, many will share the same reality (Mills et al., 2006).

This research study combined both grounded theory and constructivist paradigms to make meaning of the data and its subsequent relationship to the findings (Mills et al., 2006). Through adopting a constructivist grounded theory approach, the researcher was able to clearly articulate the perspectives of the participants in this study. The concepts which emerged from the data were used to inform the ‘Indicators of Success’ framework for student equity programs funded through the HEPPP. Although this is a relatively new theory, constructivist grounded theory is widely used in educational research as well as psychology and nursing (Mills et al., 2006).

The researcher was able to give meaning to the data as the researcher’s understanding was based on the perceptions, experiences and interactions with equity practitioners. Following are the implications for sampling, data collection and data analysis. Firstly, purposive sampling was used to select practitioners which would be representative of the diversity of equity programs and to identify “information-rich cases” (Patton, 2002, p. 230). Secondly, qualitative data was collected to understand the equity practitioners’ knowledge and practice of evaluation in sufficient depth. Thirdly, data was thematically coded using the NVivo10 program and analysed inductively to interpret meaning from the data itself, rather than comparing data with previously cited hypotheses, theories or assumptions.

## **1.10 Significance**

The literature showed a distinct lack of published research in the area of the evaluation of university student equity programs. Much of the published research in the equity policy initiatives space had focused on the different equity groups and the issues surrounding the slow uptake of higher education by people within those groups (Devlin, 2010; Gale & Tranter, 2011; Gray & Beresford, 2008). The Australian Government had introduced a number of equity policies over the past 30 years but to date, the literature has produced minimal evidence of independent or



formal evaluation of the success or lack thereof, of these policies and the resulting programs.

After the 2016 Budget was handed down the current Education Minister, Simon Birmingham, released “*Driving Innovation, Fairness and Excellence in Australian Higher Education*” which discussed the state of higher education in Australia (Australian Government, 2016). The paper described the importance of higher education in relation to industry, business and families. The government took the view that higher education was transformational and a vehicle for social mobility for all Australians. Through education, people become equipped to undertake higher paying jobs which leads to improved standards of living. This is of particular interest to the researcher as it touched on the financial sustainability and viability of the HEPPP funded programs in the long term. The paper raised evaluation of the HEPPP so that its outcomes could be determined; who benefitted from the programs; value for money; and possible changes to the program (Australian Government, 2016).

Work completed by Gale et al. (2010) identified strategies and characteristics which were important for the success of equity programs. More recently, work by Naylor (2014) has seen the development of a reporting framework for equity initiatives along with a guidelines document to assist equity practitioners in this task. It is not known what the uptake has been by equity practitioners of the aforementioned resources, however, Naylor’s (2014) work has been shared through workshops and on the National Centre for Student Equity in Higher Education (NCSEHE) website.

A Think Tank initiated by the Equity Practitioners in Higher Education Australasia (EPHEA) held at Deakin University in 2012 raised concerns about the evaluation of student equity programs, particularly those funded through the HEPPP. The recent evaluation of the HEPPP by ACIL Allen Consulting recommended that the HEPPP should be continued; however, evaluation should be embedded within student equity programs to better measure the impact of programs and inform future practices (ACIL Allen Consulting, 2016). Since 2013 there has been a small but growing body of published work on innovative case studies being run in universities, but little has been published on the performance of student equity programs at the micro level. To now, little attention has been paid to the outcomes of program activities. There

has been a greater focus on the macro-level outcomes such as the overall number of equity students enrolled in university degree courses across Australia.

This research attempts to investigate “what works” in the vast array of student equity programs undertaken by Australian universities. Outcomes from this research will identify indicators of success for student equity programs, and the dissemination of these findings may assist equity practitioners with the planning, delivery and evaluation of student equity programs that seek to widen participation in higher education.

This study aligns with Hartas’ (2010) proposal that evaluation research can be carried out in a variety of contexts across the private and public sector. Policies and programs rely on evaluation research to ensure accountability, whether they are effective, and achieve their intended purpose (Hartas, 2010; Newcomer, Hatry & Wholey, 2015).

This study aims to inform student equity program managers about a number of issues including but not limited to, meeting the needs of the users (students); insights into future management; accountability; and judgements on moving forward (Hartas, 2010). The limitations of the study were mainly associated with the interview sample size, as interviews were conducted with a small representative sample of equity practitioners in one university in Western Australia. The findings of this research are limited by the scope of the research parameters, which is limited to evaluation practice in general. More nuanced understandings are required to develop understandings of evaluations that are specific to programs targeting the student’s life cycle of study.

### **1.11 Terminology**

It is important to provide an explanation of the terminology used in this study.

*EPHEA*: Equity Practitioners in Higher Education Australasia. This is the professional organisation for equity practitioners in Australasia.

*Equity*: Equity in the education context can be split into two different dimensions. The first is fairness, which implies that personal and social circumstances should not be an obstacle to people achieving their educational potential. The second is

inclusion which demands the basic *minimum standard for all people*. That is, they should all be able to achieve a minimum level of literacy and numeracy for participation in society.

*Equity Practitioners*: University staff who undertake the planning and/or delivery of equity programs.

*Evaluation*: In the context of this study, it refers to determining merit, worth or value in relation to the outcomes of the program.

*Go8*: The Group of Eight is a coalition of eight Australian universities which engage in intensive research and general and professional education. The universities are Monash University, Australian National University, University of Adelaide, University of Melbourne, University of New South Wales, University of Queensland, University of Sydney and University of Western Australia.

*HEPPP*: Higher Education Participation and Partnership Program is Australian government funding which enabled universities to plan and deliver student equity programs to widen participation in higher education.

*Higher education*: In the context of this study, education which is provided beyond a secondary level, usually by a university.

*Indigenous*: In Australia, the term Indigenous is used to describe a person of Aboriginal or Torres Strait Islander descent who identifies as being of Aboriginal origin and who is accepted as such by the community with which the person associates.

*Initiative*: Used interchangeably with the word 'program'.

*JCSEE*: The Joint Committee on Standards for Educational Evaluation is a coalition of professional associations in the United States of America and Canada concerned with the quality of evaluation.

*Low SES*: The description for people who live in disadvantaged areas, are vulnerable to social exclusion, and have limited access to medical and transport services. They are at higher risk of becoming excluded from the broader community.

*MOU*: Memorandum of Understanding – formal agreement between two or more parties.

*NCSEHE*: National Centre for Student Equity in Higher Education.

*Program*: A set of planned activities designed to increase aspiration awareness, engagement and success with university studies.

*Program Logic Model*: A planning tool which sets out to define what a program is, what it will do and how it will be measured.

*SEIFA*: Socio-Economic Indexes for Areas was developed by the Australian Bureau of Statistics to rank areas in Australia according to their relative socio-economic advantage and disadvantage.

*Widening Participation*: Increasing access to undertake higher education for under-represented groups by providing opportunities for progress and success.

## **1.12 Thesis Structure**

The purpose of this thesis is to provide an understanding of the HEPPP-funded student equity programs undertaken in the higher education sector and identify the indicators of success for these programs. It will also present a model of good practice for undertaking evaluation of student equity programs within the higher education sector. An overview of each chapter is outlined below.

*Chapter 1 – Introduction*: This chapter provides the background to the study, the aims and objectives of the research, the key terminology and the structure of the thesis.

*Chapter 2 – Literature Review*: This chapter reviews the available literature and discusses the current situation in Australian universities addressing student equity. It highlights the significance of evaluation and positions this study by identifying the gaps in the literature and therefore the rationale for this study.

*Chapter 3 – Methodology*: This chapter discusses the methodology and research design used in this study. It details the recruitment of participants and how the data

were collected and analysed. Data triangulation and issues of validity and reliability, ethical sensitivities and storage of data are also presented.

*Chapter 4 – Findings:* This chapter reports on the findings emergent from the analysis of the data from the semi-structured interviews and case study publications of student equity programs conducted in Australian universities. These findings are presented as information about student equity programs, challenges for the programs and indicators of success for these programs.

*Chapter 5 – Discussion and Conclusion:* This chapter discusses the findings in relation to the literature, the research question and the objectives which underpinned this study. It presents an Indicators of Success framework for student equity programs conducted at Australian universities along with a model of good practice. Finally it presents the limitations of this study and the implications for practice and future research.

The next chapter introduces the relevant literature around equity programs, their current shape in Australia, and evaluation of social development programs.

## 2 Literature Review

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### 2.1 Chapter Overview

The purpose of this chapter is to review the literature on widening participation driving Australian universities' equity programs to promote aspiration to higher education by people from low socioeconomic and Indigenous backgrounds. Following is a review of the key perspectives on widening participation literature and a discussion of the government's HEPPP and why certain groups were targeted in this policy. This chapter highlights and discusses different types of student equity programs conducted by Australian universities. The importance of evaluation in regard to program improvement, impact and sustainability is also discussed here. It shows the implications of current decision making processes and reveals the current indicators of success for student equity programs. This literature review identifies the current gap in knowledge and highlights the importance of this study and the need for evaluating initiatives which seek to widen participation in higher education by people from non-traditional backgrounds. It concludes with a summary of the chapter.

### 2.2 Institutional Level Equity Policies

Australian universities have information on their websites relating to the services available and steps they have taken to address equity within their institutions. These services support both staff and students within the university.

An audit of "equity" policy principles found that Australian universities addressed equity for students and staff. These included promoting gender diversity; inclusion; equal opportunities; the right to be treated with respect; opportunities to advance; and mental health and wellbeing support (DIICCSRTE, 2013; Curtin University, <http://eesj.curtin.edu.au>; Murdoch University, <http://goto.murdoch.edu.au/EOSJ>; University of Western Australia, <http://www.hr.uwa.edu.au/equity/policies-and-legislation>). Variations were identified relating to where documents were located on university websites, the level of detail provided in the documents and the extent of equity integration (DIICCSRTE, 2013). It was also found that many universities did not have a single document that details their equity principles. There were a number

of areas in which universities differed in relation to the way in which these equity principles were implemented in practice. These included the general nature of inclusive practices, equal opportunity, responsibility for equity, skill sets particularly valued, and the level of consultation with students and staff (DIICCSRTE, 2013; Curtin University, <http://eesj.curtin.edu.au>; Murdoch University, <http://goto.murdoch.edu.au/EOSJ>; University of Western Australia, <http://www.hr.uwa.edu.au/equity/policies-and-legislation>).

### **2.3 Widening Participation**

The phenomenon of widening participation in higher education has a long history in Australia, the United Kingdom (UK), the United States of America (USA) and Canada. The term ‘widening participation’ is typically associated with addressing patterns of under-representation of particular groups of society in higher education (Jones, 2008; Young, 2016). As successive Australian governments have introduced policies to address this issue, so too have successive governments in the UK. Much of the discourse has included the transformative benefits of higher education such as highly skilled workforces, personal fulfilment and health benefits to individuals and society (Elliott, 2018; Heaslip, Board, Duckworth & Thomas, 2017; Miller & Smith, 2011; Vignoles & Murray, 2016; Whitty, Hayton & Tang, 2015; Yorke & Thomas, 2003). A common factor in the literature on widening participation in higher education is that anyone with the requisite academic ability should be given the opportunity to attend university regardless of their personal or financial circumstances (Budd, 2017; Elliott, 2018; Harrison & Hatt, 2012; Heaslip et al., 2017; Krutkowski, 2017; Whitty et al., 2015; Younger, Gascoine, Menzies & Torgerson, 2018).

The term ‘aspiration’ is popular in the discourse of widening participation (Archer, De Witt & Wong, 2014; Gore, Holmes, Smith, Southgate & Albright, 2014; Lumb & Roberts, 2017; Lynch, Walker-Gibbs & Herbert, 2015; Miller & Smith, 2011; Sellar & Gale, 2011; Whitty et al., 2015). Aspiration can be loosely defined as a goal or objective that a person hopes to achieve, according to the *Cambridge English Dictionary* ([www.dictionary.cambridge.org](http://www.dictionary.cambridge.org)). As noted by Archer et al. (2014), aspirations can provide insights to the possible future occupations of young people. These aspirations can be formed by children as young as nine years of age (Gore et

al., 2014). Following the Bradley Review into Australian higher education, a multitude of outreach activities and programs were undertaken in Australian universities which were linked to 'raising aspirations' of students from low SES backgrounds (Gore et al., 2014). This was a follow on from government policies which were framed around 'raising aspirations', and on the surface, assumed that students from low SES backgrounds lacked aspiration when compared with their high SES peers (Gore et al., 2014). Lumb & Roberts (2017) referred to the target populations of these programs as groups and individuals whose mental **construct** was lacking aspiration and were therefore in need of having their aspirations raised. Whitty et al. (2015) cautioned against this perceived lack of aspiration and argued that there is aspiration among this population; however, they may not know how to enact it.

The notion of 'raising aspirations' is not straightforward and there are multiple stubborn problems which impact disadvantaged groups in accessing and participating in higher education (Lynch et al., 2015; Sellar & Gale, 2011). As noted by Sellar and Gale (2011), the historical conceptual framework for university entry was referred to as the 4As: *availability* of places; *accessibility* of places; student *achievement* levels and; student *aspirations*. Sellar and Gale (2011) argued for a new capacities framework approach, positioning widening participation in a more positive discourse. This positive capacities approach would collectively build capacities to encourage action as opposed to the negative barriers approach which had a tendency to impact on the individual freedoms of the target population (Sellar & Gale, 2011). Sellar and Gale (2011) proposed that a non-deficit approach capacities approach suggested that student equity is about higher education institutions changing and making higher education possible and more desirable for the broader population. They went further and suggested that the higher education system should seek to re-imagine itself and frame student equity using capacities for mobility, aspiration and voice (Sellar & Gale, 2011). Lynch et al. (2015) proposed that aspirations projects assume that it is desirable and possible to effect some change in the awareness, beliefs, attitudes and behaviours of an individual in relation to formal education. Therefore, with this philosophy, higher education institutions developed and delivered a vast array of outreach programs and activities to raise awareness of higher education degree courses.



The policy 'AimHigher' was introduced in 2001 in the UK and was key to the government agenda for widening participation which sought to raise the aspirations of young disadvantaged people to undertake studies in higher education (Jones, Mann & Morris, 2015; Whitty et al., 2015). Universities were able to undertake outreach work which targeted under-represented groups in higher education (Whitty et al., 2015). However, as stated by Jones (2008), this was not a straightforward process. Jones (2008) noted that there were some arguments for reform within the sector to facilitate the widening participation agenda. These reforms would have to include a more responsive curriculum, and more inclusive institutions and inclusive practices to enable target students to progress and complete their higher education studies. On the other hand, there was an argument that institutions were already inclusive and student population were already representative of the socio-economic balance of the broader society (Jones, 2008).

A synthesis of the literature on widening participation undertaken by Jones (2008) found that outreach work was a significant element of efforts to widen participation. Through combining individual outreach activities, more substantial outreach programs were being created which offered sustainable engagement opportunities with school students (Jones, 2008). Jones (2008) also highlighted that transition into higher education and the first year student experience could significantly impact retention and success in education. Work had also been undertaken to manage student expectations about higher education (Jones, 2008). Strategies included induction programs and increased academic support for target students entering higher education (Jones, 2008). A number of challenges were identified in the literature, including the tracking of students into and out of university as well as developing staff capacity to undertake evaluation of the widening participation activities and programs (Jones, 2008). Funding for undertaking evaluation was also identified as an issue in the widening participation field (Jones, 2008).

### **2.3.1 Theoretical Perspective**

The field of widening participation encompasses an array of theoretical perspectives, critiques of which, powerfully demonstrate that a strengths-based approach is vital to facilitate a positive outcome from equity programs aimed at improving aspiration to higher education for students from disadvantaged backgrounds (Gale & Parker,

2015; Khattab, 2015). The following section explores the key perspectives of widening participation to set the context for understanding the complex goal of increasing aspiration via the design, delivery, success and evaluation of university equity programs.

### **2.3.2 Aspiration: Deficit Perspective**

OECD member countries are introducing policies which focus on the uptake of higher education by people from low socioeconomic backgrounds. Although widening participation in higher education is primarily a social inclusion strategy, it is also expected to provide benefits to these countries through their becoming more competitive in the global knowledge economy (Gale & Parker, 2015).

In Australia, increasing aspiration is seen as one answer to increasing human capital investment and economic competitiveness (Prodonovich, Perry & Taggart, 2014; Zipin, Sellar, Brennan & Gale, 2015). Developed countries are attempting to address raising student aspirations through various means. These include educational policies, institutional responses and research (Smith, 2011; Gale, 2012).

A review of the literature identified three ideologies which are prominent in the discourse of widening participation. These are identified as social inclusion/social mobility, social deficit and social justice ideals (Cupitt et al., 2016). It is worth noting that much of the debate is focussed on the deficit model perceptions of systemic disadvantage in widening participation policy (Gale, 2012; Smith, 2011). Key theorists posit that in research, policy and practice, the notion of raising aspiration is narrowly conceived when it is framed from a social deficit perspective (Zipin et al., 2015; Sellar, Gale & Parker, 2011).

Although the term aspiration is frequently used in the discourse of widening participation, it is highly contentious (Whitty et al., 2015). Sellar et al. (2011) see it as a negative or deficit measure for people from low socioeconomic backgrounds. Research has shown that people of low socioeconomic backgrounds do have aspiration; however, it may not include higher education or knowledge of how they can achieve it (Dalley-Trim & Alloway, 2010; Hatoss & Huijser, 2010; Morrice, 2013; Whitty et al., 2015). There are deeper more complex barriers to higher education such as a lack of social and cultural capital for the target population as

opposed to them lacking aspirations (Armstrong & Cairnduff, 2012; Sellar & Gale, 2011; Sellar et al., 2011). Cultural capital encompasses the generational knowledge, perspectives, experiences and practices which enable individuals to adapt and prosper to particular circumstances (Karimshah, Wyder, Henman, Tay, Capelin & Short, 2013).

The problem with conceptions underpinning aspiration to higher education is that they tend not to address difficult social, cultural, economic and political conditions for aspiring, as stated by theorists such as Bourdieu and Appadurai (Zipin et al., 2015). As Bourdieu and Appadurai highlight, the global economy has seen the ideological ascendancy of neoliberal modes of rationality, or governmentality (Rizvi & Lingard, 2010; Spohrer, 2011; Zipin et al., 2015), where a shift in politics from welfare state logics of *responding to citizen expectations* (Raco, 2009) has been replaced with citizen aspirations for both mobility and security (Gale & Parker, 2015). While the notion of an aspirational working–middle class has gained support, the consequence is that a myriad of social problems are blamed on those who ‘fall behind’ due to a supposed ‘poverty of aspiration’ (Johnson & Tonkiss, 2002; Scalmer, 2005). Zipin et al. (2015) discerned that those ‘left behinds’ are cast as being in deficit, lacking in both a sufficient degree and the right kinds of aspirations.

Rather than embodying individual deficits, students from low SES and non-traditional backgrounds are hindered by a multiplicity of barriers to higher education participation. A key issue is that higher education pathways are linked to scholarly achievement and more complex social and institutional barriers that play out, depending on student background (Armstrong & Cairnduff, 2012; Dalley-Trim & Alloway, 2010; Gemici, Bednarz, Karmel & Lim, 2014). It is widely understood within the broader community that Australian Indigenous people face a multitude of complex barriers (Behrendt et al., 2012; Biddle & Cameron, 2012; Bodkin-Andrews, Harwood, McMahon & Priestly, 2013). The literature shows that positive outcomes such as increased confidence, desire to complete secondary school and attend university, can and are being realised when a focus is placed on working with Indigenous students’ strengths as opposed to the deficit perspective of raising their aspirations (Behrendt et al., 2012; Biddle & Cameron, 2012; Bodkin-Andrews, Harwood, McMahon & Priestly, 2013).

### **2.3.3 Social Inclusion / Social Justice Perspective**

To move beyond the narrow individualistic notion of aspiration of much government policy and institutional practice, key theorists such as (Bourdieu and Appadurai) called for a more positive frame of social inclusion/mobility and/or social justice conception (Cupitt et al., 2016; Gale & Parker, 2015; Zipin et al., 2015). Advancing a more nuanced, robust conception of aspiration, Gale and Parker's (2015) premise is that aspiration is a cultural capacity, formed "in interaction and the thick of social life" (Appadurai, 2004, p. 67). Gale and Parker (2015) identified four overlapping concept-clusters: social imaginary (Taylor, 2004); taste/distinction (Bourdieu, 1984); desire/possibility (Bourdieu, 1984; Butler, 1987); and navigational capacity/archives of experience (Appadurai, 2004).

Aspiration alone is insufficient to influence post-schooling educational behaviours. Aspiration must be accompanied by either high expectations or school performance or both (Khattab, 2015). Cummings, Laing, Law, McLaughlin, Papps, Todd and Woolner (2012) agreed that student aspiration must be accompanied by high expectations from school staff and policy makers; however, students should additionally be supported by developing appropriate skills, addressing their learning needs, by improving the information and opportunities available to them. Greater efforts should also be made to address the basic educational needs of families so that they are better positioned to expect, support and fulfil higher aspirations (Khattab, 2015).

## **2.4 Factors contributing to Student Success**

Research shows that certain factors play a significant role in student success through school and university (Ackerman, 2013; Bunn & Westrenius, 2017; Emerson, Fear, Fox & Sanders, 2012; Fredericks, 2013; Haines & Mueller, 2013; Karimshah et al., 2013; Lawson & Lawson, 2013; Schunk & Mullen, 2013; Rubin, 2012; Scull & Cuthill, 2010; Telzer & Fuligni, 2009; Vignoles & Murray, 2016). A search of the literature identified factors which are discussed in the following section, including:

- Motivation
- Engagement
- Family support

- Social and cultural factors
- Community Influencers.

### **2.4.1 Student Motivation**

Student motivation is influenced by the need to fit into a particular context or environment. It affects how and what students are likely to learn and varies according to the overall goal that needs to be achieved (Schunk & Mullen, 2013). Students who can see progress in their knowledge are more motivated to continue their education. In a school setting, this will impact on school attendance (maintain or increase it), at university it impacts retention of the student as opposed to dropping out (Schunk & Mullen, 2013). A study conducted by Bourke, Cantwell and Archer (1998) concluded that improving a student's motivation was more likely to lead to improved academic performance and lower levels of alienation in their studies. Vignoles & Murray (2016) identified a connection between self-efficacy and motivation for target students of widening participation programs. It was found that widening participation types of activities and programs must address issues relating to self-efficacy. The students themselves must believe that they can undertake and succeed in higher education; this then becomes their motivation once they are in the higher education system (Vignoles & Murray, 2016).

### **2.4.2 Student Engagement**

A resource published by the Department of Education, Science and Training stated that “*engagement in learning is critical to academic achievement and providing students with understandings, knowledge, skills and confidence to move onto training, employment and higher education*” (n.d., p. 2). Student engagement can be defined as being interested, attentive, optimistic and curious about learning (*The Glossary of Education Reform*, 2016). Students who are bored and disengaged may have lower academic outcomes (*The Glossary of Education Reform*, 2016). For the purpose of this paper, student engagement is defined as students being connected to learning through demonstrating a curiosity and attentiveness to learning through attending and staying at school for their compulsory school years. Student engagement with learning is likely to be increased if the student has early success with a knowledge field (Ackerman, 2013; Fredericks, 2013). From positive first experiences, they are likely to seek additional knowledge relating to the subject

which leads to them attending and staying at school or university for longer (Ackerman, 2013; Fredericks, 2013). This engagement assures their retention at university and a greater chance of successfully completing their studies (Ackerman, 2013; Fredericks, 2013). Students who experience failures or difficulties with their learning can be disheartened and disengage, resulting in withdrawing and eventually dropping out of their schooling or university courses (Ackerman, 2013; Fredericks, 2013). For example, a study conducted by Scull and Cuthill (2010) found that disengaged Pacific Island students were less likely to achieve good academic outcomes. They concluded that this was likely due to issues around language and ways of learning for these particular students (Scull & Cuthill, 2010).

### **2.4.3 Family Support**

A meta-analysis of research into levels of parental engagement found that it had a positive impact on student achievement (Emerson et al., 2012). Student achievement was classified as higher grades and test scores; enrolment in higher level classes and programs; successful completion of classes; lower drop-out rates; higher graduation rates; and an increased likelihood of post-secondary education (Emerson et al., 2012). Parental involvement has been shown to have an impact on academic achievement of students, regardless of parents' subject knowledge (Haines & Mueller, 2013). Support by parents and families was found to contribute towards students achieving higher academic results (Haines & Mueller, 2013; Lawson & Lawson, 2013). A longitudinal study carried out by Telzer and Fuligni (2009) found that family commitments such as helping with household tasks and caring for family members impacted negatively on the ability of students to complete homework tasks and school attendance (Telzer & Fuligni, 2009). These demands may eventually lead to increased absences from school and therefore lower academic results (Haines & Mueller, 2013; Telzer & Fuligni, 2009). This finding aligns with the meta-analysis conducted by Emerson et al. (2012) confirming that with parental support, students are more likely to attend school regularly, develop better social skills and have a stronger sense of self-efficacy to undertake learning. Whitty et al. (2015) noted that engaging with parents helped them to understand their childrens' aspirations, and potential career opportunities. This was seen as an effective way of raising academic attainment (Whitty et al., 2015). Parents are key in the decision making process and

have the power to influence the decision to undertake higher education (Bunn and Westrenius, 2017).

#### **2.4.4 Social and Cultural Factors**

Karimshah et al. (2013) state that students with cultural capital relating to higher education were better prepared to undertake and succeed in their studies. Rubin (2012) found through a meta-analysis of support for students from working class backgrounds that they were less likely to participate in student life while at university because they believed they did not belong in that environment. Working class students were less likely to socialise with other students during their time at university, compared to their middle class peers (Rubin, 2012). While these studies were conducted in the USA, Rubin also found that this was an issue in Australia. Students of low SES background were likely to have fewer friends at university (Rubin, 2012). Being part of a larger social group can help students persist and achieve positive academic outcomes, as peers act as support networks (Rubin, 2012). Students talk about their learning and assignments and without intending to do so, become each other's support networks (Rubin, 2012). Similar findings were evident in work undertaken by Whitty and Clement (2015). Research undertaken by Karimshah et al. (2013) found that retention among low SES and other students was greatest when they were part of a friendship group at their university. This social aspect of higher education contributed to a strong sense of belonging for students (Karimshah et al., 2013).

#### **2.4.5 Community Influencers**

Highlighting the important role community partners play in promoting aspiration, Cupitt et al. (2016) established that universities do not directly influence student behaviour or aspiration; hence working collaboratively with community level *influencers* is vital. Influencers include parents and care givers; school staff; and community leaders (Cupitt et al., 2016). When considering families and friends of potential students from a business standpoint, they are likened to non-market stakeholders (Bunn & Westrenius, 2017). Equity students targeted through these widening participation programs often look to family and friends for emotional, practical, and, at various times, financial support before or during their studies (Bunn

& Westrenius, 2017). These stakeholders are known to invest time supporting the student and share in the student's achievement (Bunn & Westrenius, 2017). Attention is drawn to the challenging issues of scale and the need for targeted attention to groups, sub-groups and places. There is consensus that while it is challenging to build capacity in individuals and within communities to assist others in career and study choices, the sector needs to address capacity building in a more systematic way (Cupitt et al., 2016; Gale & Parker, 2015; Khattab, 2015; Zipin et al., 2015).

The following sections will canvas the history, aims and objectives of the HEPPP program, the research which has informed its implementation, and how various universities have responded to this targeted funding through specific programs.

## **2.5 Higher Education Participation and Partnerships Program (HEPPP)**

The HEPPP was established by the Australian government in 2009 in response to findings reported in the Bradley Review (2008) which identified particular groups of people considered less likely to undertake university studies upon completion of their compulsory secondary schooling years. This resulted in a policy statement called "*Transforming Australia's Higher Education*"; HEPPP was introduced to support the policy. Gale (2011), and Peacock (2015), both posit that HEPPP was driven by both neo-liberal and social policy agendas, which were informed by the Bradley Review. Funding to implement key elements of the HEPPP stemmed from the *Higher Education Support Act of 2003* and was guided by the Other Grants guidelines of the Act (Australian Government, 2012).

The under-represented groups identified through the Bradley Review included people from low socio-economic status backgrounds, Aboriginal and Torres-Strait Islander people, and people living in rural and regional areas of Australia (Bradley et al., 2008). Significant funding was granted to higher education providers through the HEPPP, which aimed to ensure that Australians from the previously mentioned groups, who had the academic ability and aspiration to attend higher education, be given the opportunity to do so (Department of Industry, 2014).



The overall purpose of the HEPPP was to enable higher education providers to undertake strategic activities to improve access to higher education opportunities for people from low socioeconomic and Indigenous backgrounds (Fleming & Grace, 2015). All initiatives thus implemented were directed by set targets to address equity within the higher education system. These targets were set in 2009 by the then Labor Australian government. These targets were:

- by 2020, 20% of undergraduate enrolments should be students from low SES backgrounds;
- parity for Aboriginal and Torres Strait Islander students and staff; and
- by 2025, 40% of 25 to 34 year olds will hold a qualification at bachelor level or above (DIICCSRTE, 2013, p. 4).

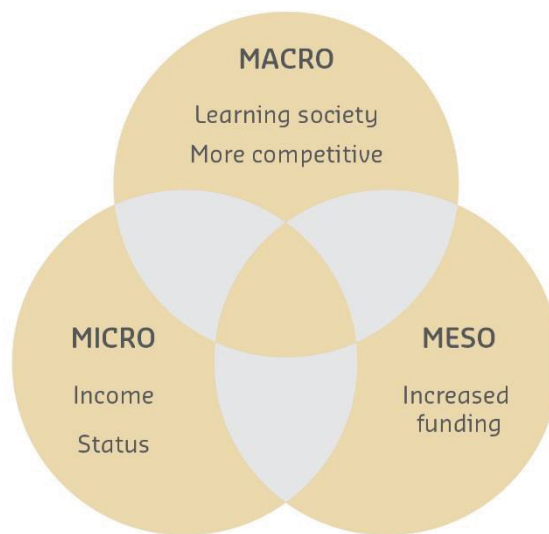
These targets were expected to be achieved through various programs as follows:

- Higher Education Participation and Partnerships Program (HEPPP)
- Higher Education Disability Support Program (DSP)
- Indigenous Support Program (ISP)
- Away from Base (AFB)
- Commonwealth Scholarships Program (CSP)
- Indigenous Tutorial Assistance Program – Tertiary Tuition (ITAP-TT)
- Indigenous Staff Scholarships (ISS)
- National Disability Coordination Officer Program (NDCO) (DIICCSRTE, 2013, p. 5).

Universities were identified as key providers of services which would contribute to widening participation in higher education by people from these non-traditional backgrounds. The present study considers in depth only the first of these programs, the HEPPP.

Various studies have contributed to the policy debate around the HEPPP. A report investigating deep and persistent disadvantage in Australia identified education as the pathway to improving employment outcomes and income (McLachlan, Gilfillan & Gordon, 2013). This report also identified links with improved health outcomes and engaging with the broader community (McLachlan et al., 2013). The benefits of an increased uptake of higher education by equity groups can be realised across multiple layers of society as shown in Figure 2-1 (Gale, 2011; Thomas, 2000). At the

macro-level, the strength of a learning society would ensure competitiveness in the global economy (Gale, 2011; Thomas, 2000). Increased funding would be realised at the meso-level due to universities having increased numbers of equity students enrolled in courses, as HEPPP funding is distributed according to the number of equity students enrolled (Gale, 2011; Thomas, 2000). At the micro-level, individuals may be motivated by the economic benefits of better career opportunities, increased earning capacity and status resulting from higher education qualifications (Skene, Pollard & House, 2016, p. 12; Gale, 2011; Thomas, 2000, p. 96;). As noted by Payne and Percival (2008, p. 1), a person with a university degree has the capacity over their working life to earn 70% more than a person who has completed Year 12. One positive example of how this might impact people from non-traditional backgrounds comes from a study by Scull and Cuthill (2010), who suggested that intergenerational social disadvantage can be interrupted through opportunities which emerge from undertaking higher education.



*Figure 2-1: Multiple layer benefits of widening participation in higher education*

HEPPP was launched in the 2009/2010 Federal budget with the aim of supporting universities to undertake activities to increase aspirations for equity students to undertake and succeed in higher education, through specific program orientations. A variety of programs was conducted under the HEPPP, and grouped according to the different purposes for which they were conducted. These groupings were outreach, access and support programs. Outreach programs were aimed at school students in primary and secondary schools, and mature age people. Access programs were

conducted in universities to support school students and mature age people to enter university courses. Support programs were conducted with the purpose of supporting enrolled university students to complete their studies. These various programs are discussed in detail in the following sections.

### **2.5.1 Outreach Programs**

Outreach programs are the core of all participation strategies which aim to increase aspirations and encourage students to complete their secondary schooling (Year 12) and transition into higher education (Naylor et al., 2013; Prodonovich, Perry & Taggart, 2014). Yorke and Thomas (2003) identified that outreach activities in the UK were conducted with students in primary and secondary schools, as well as within the broader community, in an effort to demystify higher education. Three major factors emerged as barriers to students of low SES backgrounds attempting to access higher education: fewer Year 12 completion rates, lower academic achievement, and alternative aspirations (Cupitt et al., 2016; Lisciandro & Gibbs, 2016; Naylor et al., 2013; Whitty & Clement, 2015; Whitty et al., 2015). Other factors which contribute towards under-representation in higher education have been identified as financial costs, lack of support networks, lack of understanding, and provision of appropriate information (Scull & Cuthill, 2010). This complicates the outreach planning process, given that no single activity can simultaneously address these identified barriers.

Outreach programs are quite varied in their activities as they interact with students in primary and secondary schools in urban and rural and regional areas of Australia. Students based in rural and regional areas face the additional challenge of distance compared to their urban counterparts (Cooper, Baglin & Strathdee, 2016). Fleming and Grace (2014) found that students in rural and regional areas were less likely to attend higher education compared to student in urban areas, since they faced a number of barriers: distance, costs, low academic achievement and low motivation or aspiration. The study also found that these students were affected by lack of services and resources (Fleming & Grace, 2014). A systematic review of literature into outreach programs by Cupitt and Costello (2014) found that there were numerous models: “from holistic multi-day programs which include study skills development, to shorter events primarily focussed on development on social

networks and familiarisation” (p. 55). This is consistent with the literature for activities conducted in the UK, according to Miller and Smith (2011). Outreach activities included campus visits; mentoring, masterclasses; subject enrichment; student ambassadors; information advice and guidance; summer schools; higher education residential experiences; and school or college-based interventions (Miller & Smith, 2011). Although some of these activities were considered to be low level, they were highly valued by students and young people with schools and colleges reporting they impacted positively on participants’ aspirations (Miller & Smith, 2011).

Vignoles & Murray (2016) found that outreach interventions which seek to address academic outcomes of students have greater benefits if they occur early in the student life cycle, that is, the early years of schooling. It was found that students are better positioned (achieve stronger academic results) to apply for higher education (Vignoles & Murray, 2016). These types of interventions can take time, even with schools and universities working in partnership (Vignoles & Murray, 2016).

Outreach programs in Australia are run in partnership with low SES government schools, with a large number focussed on secondary schools (Scull & Cuthill, 2010). Outreach programs operate in conjunction with partner schools considered to have a low Index of Community Socio-Educational Advantage (ICSEA) (ACARA, 2014). This index identifies schools according to their socio-educational advantage (SEA) which allows comparison of performance with like SEA schools. Student factors such as parental occupation and education, geographical location and proportion of Indigenous students are taken into account to determine ICSEA rankings (Australian Curriculum Assessment and Reporting Authority (ACARA), 2014). The ICSEA benchmark is set at 1000 and schools below 1000 are considered to be low SEA, and high SEA if their number is higher than 1000 (ACARA, 2014). This index only refers to the socio-educational backgrounds of the student population and not the staff or the quality of teaching programs within the school.

Outreach programs have been conducted by Australian universities over the last 20 years, and as Scull and Cuthill (2010) and Bradley et al. (2008) contended, up until this time, there had been no substantial increase in representation of most of these equity groups. The number of students enrolling from these groups has grown since

those reports; however, when compared to the overall population, they are still under-represented (Koshy, 2016). This under-representation is by no means due to the lack of ability of equity students as pointed out by Scull and Cuthill (2010).

Programs are varied in their nature and include school tutoring programs, mentor programs, sports training programs, and campus visits. Gale et al. (2010) as cited by Gale (2011) identified that many outreach interventions such as campus visits were one off events designed as university ‘tasters’. Although relatively short in time, usually of one-day duration, university campus visits were found to have a profound effect on students in terms of participating in higher education (Fleming & Grace, 2015; Skene et al., 2016). Findings from these studies revealed that the physical act of being on a university campus was transformational psychologically, as students changed their thinking to believe they could undertake university studies. Activities on campus included lectures, workshops and visits to campus accommodation so that students could get first-hand university experiences (Fleming & Grace, 2015; Rissman, Carrington & Bland, 2013; Skene et al., 2016).

Table 2-1 shows a selected sample of school and community based outreach programs run by Australian universities. These programs and universities were selected to represent a mix of programs conducted in the major cities and regional towns across Australia for students who usually do not transition to higher education following the completion of secondary school.

Table 2-1: *Examples of Outreach Programs conducted by a selected sample of Australian universities*

<b>Institution</b>	<b>Name of Initiative</b>	<b>Description</b>
Curtin University	Curtin LinkUp	Curtin LinkUp is an aspiration-raising education program for high school students from Indigenous, remote, regional and low socio-economic backgrounds. The specific aim of Curtin LinkUp is to enable access, participation, retention and success of these students in higher education.
Murdoch University	Building Aspirations and Learning Links for Young people to go to university	The project aims to increase the number of students gaining an Australian Tertiary Admission Rank (ATAR), tackling more difficult subjects in Years 11 and 12, linking to university study through enabling programs and improving English competency.
Edith Cowan University	Aboriginal Excellence and Tertiary Access Mentor Program	Focused on ways to introduce Years 8 & 9 Aboriginal students to the tertiary environment.
University of Western Australia	Aspire UWA	Aspire UWA works with partner schools and communities in regional Western Australia and Perth to raise aspirations for tertiary education.

Charles Darwin University (Northern Territory)	Into Uni: Learning in Colleges	Three year program in conjunction with partnership schools with significant numbers of Indigenous schools. Encourages Indigenous students from low SES to complete schools and progress into higher education.
Federation University Australia (Victoria)	Regional Schools Outreach Program	<ul style="list-style-type: none"> <li>- Works in partnership with 49 regional Victorian schools to address the relationship between geographic and socio-economic factors which result in lower rates of access to higher education of regional and remote students compared to metro areas.</li> <li>- In school, on campus and online activities with students and their families</li> <li>- Age specific activities across Yrs 5-12</li> <li>- Key feature is student ambassadors who co-deliver programs and provide points of contact for information and inspiration.</li> </ul>
Griffith University (New South Wales)	Widening Tertiary Participation Program for Pasifika Communities	<ul style="list-style-type: none"> <li>- Aims to encourage aspirations for university study, build capacity of current and future students and enhance community engagement with higher education.</li> <li>- Made up of 3 programs <ul style="list-style-type: none"> <li>&gt; <i>Legacy-Education-Achievement-Dream (LEAD)</i> Yr10-12 students</li> <li>&gt; <i>Pasifika Cultural Graduation</i> – honors cultural identity, encourages student progression and promotes success</li> <li>&gt; <i>Griffith Pasifika Student Association</i> – supports transition, engagement and retention of current Griffith Uni Pasifika students.</li> </ul> </li> </ul>
RMIT University (Victoria)	I Belong	<ul style="list-style-type: none"> <li>- Addresses barriers of the city as alien and inaccessible to young people from LSES schools and communities and the impact this has on access and entry to pathways and professions</li> <li>- Delivers a distinctive and scaled program, focussed on tertiary tasters aligned with city and industry exploration and peer engagement.</li> </ul>
The University of Adelaide (South Australia)	Adelaide Compass	<ul style="list-style-type: none"> <li>- An early intervention initiative designed to show low SES students that uni is a viable option for their future.</li> <li>- Delivers fun learning activities to primary and early high school students.</li> </ul>
University of Canberra (Australian Capital Territory)	UC 4 Yourself	<ul style="list-style-type: none"> <li>- Aims to break down barriers to higher education for students in Yrs 7-10</li> <li>- Component of Aspire UC Program</li> <li>- Provides opportunity for students to visit UC to experience campus environment and see what it's like to be a UC student</li> <li>- 30 schools involved in program</li> <li>- The Expos include interactive demonstrations, hands-on displays and student-academic led workshops</li> <li>- Offered six times during the year and engages multiple school groups.</li> </ul>

University of Tasmania	University Preparation Program (UPP)	<ul style="list-style-type: none"> <li>- Identified as a key strategy for improving access and pathways into university for all students</li> <li>- Improves higher education access by providing a pathway for those students who do not meet the university admission requirements</li> <li>- Assists students build skills needed for uni success</li> <li>- Includes academic writing, mathematics, ICT and general study skills</li> <li>- Incorporated into UTAS central admissions system, so students not eligible for entry into bachelor degree may automatically receive offer into UPP.</li> </ul>
James Cook University (Queensland)	Get Into Uni	<ul style="list-style-type: none"> <li>- Flexible program which provides relevant, community-driven support and engagement</li> <li>- Regional based with eight community hubs to stimulate interest in and awareness of higher education</li> <li>- Aims to alleviate potential barriers to access and participation faced by low ses and Aboriginal and Torres Strait Islander groups</li> <li>- Across Yr5/6 to yr12 and adult and non-school leavers cohorts</li> <li>- Activities held on uni campus, schools and communities</li> <li>- Covers 500000m<sup>2</sup> of north and far north Queensland including island communities of Torres Strait, Gulf and east coast.</li> </ul>

Table 2-1 identifies a sample of outreach programs aimed at under-represented groups in higher education. It also shows that some of these programs address improving academic outcomes, for example, as seen in the program offered at Murdoch University.

Outreach programs are targeted towards particular groups through school and university campus visits, and community events to facilitate interest in higher education and to increase student enrolments and participation. For students who do not meet the academic requirements for immediate entry to university at the completion of Year 12 and for mature age people wanting to undertake university studies, there are alternative entry options for higher education studies as discussed in the following section.

### 2.5.2 Access Programs

The term Access Programs as used here is often used interchangeably with bridging courses, university preparation programs, enabling programs, pathway/s programs and foundation programs (Bookallil & Rolfe, 2016; Chojenta, 2017; Crawford, 2014;

Hall, 2015; Jones, Olds & Lisciandro, 2016; Lisciandro & Gibbs, 2016). The Australian government definition of access programs as cited by Bookallil and Rolfe (2016, p. 90) is an “*Enabling program is to enable a person to undertake a course leading to a higher education award*”.

These programs act as the connector between secondary school and university for students who either did not obtain the required entry mark for higher education courses or who were regarded as ineligible due to having been out of the schooling system for a length of time but who wanted to pursue a university course. So essentially, these courses provide a second chance for students to access higher education (Atherton, 2015; Bookallil & Rolfe, 2016; Hall, 2015; Johns, Chojenta, 2017; Crawford, Hawkins, Jarvis, Harris & McCormack, 2016). Crawford (2014) stated that “many enabling programs are providing students with the skills to participate and succeed in higher education” (p. 16). These programs are also considered to prepare students for a smooth transition into university courses (Crawford, 2014). The types of activities undertaken in enabling programs are usually academic oriented: essay writing, referencing; critical thinking and general study skills such as time management (Andrewartha & Harvey, 2014; Crawford, 2014; Lisciandro & Gibbs, 2016).

Enabling courses provide multiple outcomes, such as increased academic preparedness to start university degree courses, as well as transforming student self-belief or self-efficacy in their ability to undertake higher education studies. Recent research around the impact of enabling courses has reported the signs of positive transformation such as leadership qualities, connectedness, belonging, identity and improved intercultural understandings (Bookallil & Rolfe, 2016; Crawford, 2014; Hall, 2015; Johns et al., 2016; Lisciandro & Gibbs, 2016). Findings from a study by Crawford (2014) indicate that leadership skills are particularly evident when these students enter degree courses. In addition to academic skills, Crawford (2014) also identified that enabling students reported increased confidence, felt better connected to their peers, developed leadership roles in their undergraduate studies and had better intercultural understanding, which they attributed to their enabling program. Other studies have found that students developed skills which could be transferred to the workplace and a number of students secured employment during their enabling



course (Johns et al., 2016). Johns et al. (2016) also found that students' communities developed an increased awareness of the value of higher education through these programs, which aligns with the overall aim of the HEPPP policy.

Historically there has been an under-representation of Indigenous students at Australian universities. The last decade has seen a significant change with Indigenous enrolments increasing by 70% (Pitman, Harvey, McKay, Devlin, Trinidad & Brett, 2017). Over half of this increase has been largely attributed to university enabling programs specifically designed for Indigenous students (Pitman et al., 2017). Examples of these programs include the Indigenous Tutorial Assistance Scheme, scholarship programs, recruitment and mentoring programs (Pitman et al., 2017). Table 2-2 shows a sample of enabling programs from Australian universities.

Table 2-2: *Examples of a selected sample of University Access programs in Australian universities*

<b>Institution</b>	<b>Program</b>	<b>Description</b>
Curtin University (Western Australia)	UniReady	<p>UniReady is free to Australian and New Zealand citizens, and Australian permanent residents. It's designed to help students gain entry into a range of Health Sciences, Humanities or Curtin Business School undergraduate courses.</p> <p>UniReady participants must meet the following criteria:</p> <ul style="list-style-type: none"> <li>missed out on Curtin's minimum ATAR; or</li> <li>completed Year 12 but did not take WACE exams or equivalent; or</li> <li>did not successfully complete your high school studies; or</li> <li>are undertaking or completed vocational studies and now want to come to University; or</li> <li>are a mature age student (20 years or older).</li> </ul> <p><a href="http://futurestudents.curtin.edu.au/undergraduate/flexible-entry/enabling-programs/uniready/">http://futurestudents.curtin.edu.au/undergraduate/flexible-entry/enabling-programs/uniready/</a></p>
University of Tasmania	University Preparation Programs	<p>UPP provides an alternative entry pathway into University and it is free for eligible students.</p> <p>UPP is designed particularly for:</p> <ul style="list-style-type: none"> <li>Mature age students</li> <li>Those who did not complete Year 11 and 12</li> <li>Students enrolled in a degree who are struggling</li> </ul> <p>The course aims to prepare students with the necessary skills to successfully complete university study. It also aims to build students' confidence to succeed and to enhance the quality of their initial experience of university life.</p> <p><a href="http://www.utas.edu.au/college/study-with-us/university-preparation-program">http://www.utas.edu.au/college/study-with-us/university-preparation-program</a></p>
Charles Darwin University (Northern Territory)	Tertiary Enabling Program	<p>Charles Darwin University's Tertiary Enabling Program (TEP) gives students the opportunity to develop the skills, knowledge and confidence needed to succeed at university. When students have completed the program,</p>

		<p>they will meet the minimum requirements for most CDU undergraduate degrees.</p> <p>The program is a pathway into university for people who:</p> <ul style="list-style-type: none"> <li>• did not complete Year 12, and/or</li> <li>• have not studied for a while and lack the confidence to achieve academically, and/or didn't achieve an adequate Australian Tertiary Admission Rank (ATAR).</li> </ul> <p><a href="http://tep.cdu.edu.au/">http://tep.cdu.edu.au/</a></p>
La Trobe University (Victoria)	Tertiary Enabling Program	<p>This 17-week program provides strong foundational skills and strategies for learning across a variety of interrelated subject areas to ensure students reach tertiary level by the completion of the program.</p> <ul style="list-style-type: none"> <li>• It provides students with academic skills.</li> <li>• Builds the confidence to study.</li> <li>• Equips students to make decisions about future learning.</li> <li>• Establishes a pathway to continuing education.</li> <li>• TEP provides a University experience within a supported and safe learning environment. Along with the opportunity to develop your study fitness, you will build your academic skills, share ideas and overcome challenges.</li> </ul> <p><a href="http://www.latrobe.edu.au/study/undergrad/how-to-apply/pathways/tep">http://www.latrobe.edu.au/study/undergrad/how-to-apply/pathways/tep</a></p>
University of Queensland (Queensland)	Tertiary Preparation Program	<p>This bridging program offers domestic students a robust program with a pathway to further study options at The University of Queensland and other higher education universities.</p> <p>The Tertiary Preparation Program is an approved University of Queensland Bridging Program and provides recognised prerequisite courses. Students who successfully complete this program can apply through QTAC with an entry rank or re-rank.</p> <p><a href="https://future-students.uq.edu.au/study/program/Tertiary-Preparation-Program-Non-Award-1100">https://future-students.uq.edu.au/study/program/Tertiary-Preparation-Program-Non-Award-1100</a></p>
University of South Australia (South Australia)	Foundation Studies	<p>Foundation Studies is a fee-free, one year program for students with no previous qualifications.</p> <p>The program is designed for people who are returning to study, who may not have any qualifications, or for who English is a second language.</p> <p>No formal qualifications are required for entry. However, for semester one entry, applicants must be 18 years or over before 1 February in the intended year of study. For midyear entry, applicants must be 18 years or over before 1 July in the intended year of study.</p> <p><a href="http://www.unisa.edu.au/Study/foundation-studies/">http://www.unisa.edu.au/Study/foundation-studies/</a></p>
The University of Newcastle (New South Wales)	Open Foundation	<p>Open Foundation is a free pathway program offered at the University of Newcastle for people who do not have the qualifications required for direct entry into an undergraduate degree program.</p> <p>Not only is Open Foundation designed to help students gain entry, it helps them develop the skills needed for successful study at a university level. It is designed to give students every chance to succeed, regardless of background or level of previous education and there are no tuition fees to complete the program.</p> <p><a href="https://www.newcastle.edu.au/future-students/open-foundation">https://www.newcastle.edu.au/future-students/open-foundation</a></p>

Table 2-2 presents an overview of a sample of access programs which are varied in their content and delivery; the information shown is drawn directly from the university webpages which describe the programs.

These programs offer students the opportunity to gain an understanding of different degree courses, so that informed choices can be made about course selection and career direction. Usually entry to these programs is not dependent on any pre-conditions and results in high enrolment numbers which inevitably lead to high attrition (Andrewartha & Harvey, 2014; Crawford, 2014; Hall, 2015; Pitman, et al., 2016). Previous studies have established that many students cite personal reasons for leaving these courses and not a lack of ability to succeed (Andrewartha & Harvey, 2014; Crawford, 2014). All enabling courses across the sector are offered in both face to face and online environments (Baker & Irwin, n.d.).

In a review of enabling programs conducted by Australian universities, Baker and Irwin (n.d.) found 35 programs which varied in content and mode of delivery. The majority of programs were conducted over one semester for full-time students with some offering the course on a part-time basis. A smaller number of programs were conducted over two semesters. Baker and Irwin (n.d.) found that the majority of the 37 programs were developed after the introduction of the HEPPP, which contributed to the rapid expansion of these programs since 2010. Interestingly, Baker and Irwin (n.d.) found a disconnect amongst practitioners within the field of enabling programs. This was attributed to the limited conversations taking place across the field. Baker and Irwin (n.d.) recommended that a national dialogue be established between enabling educators to facilitate the sharing of knowledge for ‘what works’ in the field. It was also suggested that practitioners be proactive and develop a set of national principles for academic literacies and language, as well as recommendations, toolkits and resources for sharing across the field (Baker & Irwin, n.d.).

The literature on enabling programs, although limited compared to outreach programs, clearly identifies the multiple benefits for low SES and Indigenous students attending these courses (Andrewartha & Harvey, 2014; Bookallil & Rolfe, 2016; Crawford, 2014; Hall, 2015; Johns et al., 2016; Lisciandro & Gibbs, 2016). Positive outcomes included increased academic preparedness, resilience and

confidence to undertake studies in higher education (Atherton, 2015; Pitman et al., 2017). Atherton (2015) strongly suggested that enabling programs which addressed the confidence levels of students should be continued as they contributed to the academic success of students. Following the completion of enabling courses, students were more likely to transition into a degree course, which presented its own challenges which universities have attempted to address through the provision of support programs and services for all students. These support programs are discussed in the next section.

### **2.5.3 Support Programs**

Research has shown that students from identified equity groups who enter higher education need additional support to complete their degree (Christensen & Evamy, 2011; Lim, Anderson & Mortimer, 2016; Liu & McGrath-Champ, 2014; Thalluri, 2016). These students are less likely to possess specific knowledge of university, and programs which support students are shown to have a significant impact on their success in higher education. These programs address academic support, social and cultural support and administrative support (Christensen & Evamy, 2011; Lim, Anderson & Mortimer, 2016; Liu & McGrath-Champ, 2014; Thalluri, 2016). Devlin (2010) posited that it is not enough to merely bring these students into the university system: they must be supported with how to be university students. Numerous academic support programs address the knowledge and skills that are needed for success in higher education in Australian universities, and research indicates positive outcomes of the programs.

Thalluri (2016) found that a program designed to develop the core knowledge, study skills and student and staff engagement of health science students improved students' confidence and enthusiasm for the course. A pre-program survey found that only 56% of students were confident in their ability to undertake the course (Thalluri, 2016). The same students were surveyed post-program with 95% reporting they were now confident in their ability to undertake the health science course (Thalluri, 2016). Becoming familiar with the higher education environment, language and engaging in a range of activities had a positive impact on well-being and translated to improved outcomes for equity students completing a degree course (Barnes et al., 2015; Devlin & O'Shea, 2011; McKay & Devlin, 2014).

Previous studies of support programs have reported that mentoring plays a significant role in supporting equity students (Beltman & Schaeben, 2012; Liu & McGrath-Champ, 2014; Singh & Tregale, 2015; Thalluri, 2016). This is particularly the case for students in their first year (Barnes et al., 2015; Beltman & Schaeben, 2012; Liu & McGrath-Champ, 2014; Lefroy, Wojcieszek, MacPherson & Lake, 2014; Thalluri, 2016). Mentors and mentees have both reported benefits of participating in these programs (Cupitt, et al., 2016). Mentees reported that they have increased confidence for undertaking their studies, and developed good friendships with their mentors (Liu & McGrath-Champ, 2014). Mentors reported multiple benefits which included improved communication skills; increased knowledge of university resources; leadership experience; strong sense of pride; and developing empathy with other people (Beltman & Schaeben, 2012).

Research also shows that the first year is significant in the student journey, and negative experiences during this time can lead to course failure or total withdrawal (Barnes et al., 2015; Thalluri, 2016). Of particular concern with enrolled students in their first year of study is the transition to university; financial pressures; family responsibilities; and university study skills (Dawson, Charman & Kilpatrick, 2013; Barnes et al., 2015; McKenzie & Egea, 2016; Thalluri, 2016). In addition to the mentoring programs previously mentioned, it was also found that pre-degree workshops played an important role in supporting students new to higher education (Thalluri, 2016). Although the workshops in Thalluri's (2016) work were not exclusively for equity students, they addressed the multiple issues confronting equity students in higher education. Workshop content included an introduction to core content knowledge for the degree course as well as study skills to promote success. Thalluri (2016) found that the benefits of the workshops included a significant reduction in anxiety about undertaking studies (44% → 5%) and increased confidence. The types of activities covered in the workshops included introductions to library services; peer mentoring programs; pedagogies in science learning; and advisory services to increase academic skills (Thalluri, 2016). Thalluri (2016) also noted that the workshops facilitated social networks and peer friendships among students, which increased their chances of succeeding in their studies. Similarly Dawson, Charman and Kilpatrick (2013) found that students who participated in the course 'How to be a uni student' also reported benefits from their involvement.

Activities within the program ranged from academic reading and writing skills to social activities which helped to develop their student identity (Dawson et al., 2013). In addition students had regular appointments with dedicated support staff who provided links to additional learning and support services as needed by students (Dawson et al., 2013).

Similarly, work by Barnes et al. (2015) discussed the ‘Track and Connect’ program in which students were provided with advice as well as referrals to additional support services if they were identified as being at risk of withdrawing from or failing in their studies. ‘Track and Connect’ aimed to ensure that students not only survived, but thrived in their studies (Barnes et al., 2015). The opportunity to access relevant university support services helps to reduce anxiety and increases engagement in their courses (Dawson et al., 2013; Barnes et al., 2015; McKenzie & Egea, 2016; Thalluri, 2016).

Table 2-3 shows a small sample of universities which have a student life webpage that provides information and links to online resources and student support services and programs. These pages enable enrolled students to locate and access services for support.

Table 2-3: *Examples of a selected sample of University Support Programs in Australian universities.*

<b>Institution</b>	<b>Program</b>	<b>Description</b>
Murdoch University	Student Life and Learning	This webpage provides information to enrolled students about university life other than books and assignments. It encourages students to meet fellow students and learn about the ‘ups and downs’ of student life. It shows links to additional support services to assist with improving study skills; accessing financial help; and how to become organised for higher education studies. There are also links to the university bookshop and university jobs pages. <a href="http://our.murdoch.edu.au/Students/">http://our.murdoch.edu.au/Students/</a>
University of Western Australia	Student Life	This webpage includes links to financial; counselling; housing; child care; and staying safe services for enrolled students. This page also includes links to campus activities to encourage students to meet fellow students and actively participate in student life on campus. There are also links to library services, religious services and university policies. <a href="http://www.student.uwa.edu.au/experience">http://www.student.uwa.edu.au/experience</a>
Curtin University	Curtin Life	This webpage has links to financial services; career advice; housing services; and medical services for enrolled students. There are also links to child care services, and learning support services.

		<a href="http://life.curtin.edu.au/">http://life.curtin.edu.au/</a>
Monash University	Student Life	This webpage provides links to student support services, sports clubs and societies, accommodation and safety and security. It also provides orientation information for new students. <a href="https://www.monash.edu/study/student-life">https://www.monash.edu/study/student-life</a>
University of Tasmania	Student Life	This webpage provides links to student administration services; learning development and student advice. Enrolled students also have access to accommodation services and a community and friends network. There are also links to additional campus services such as parking permits, transport links and printing services. <a href="http://www.utas.edu.au/students/life">http://www.utas.edu.au/students/life</a>
Western Sydney University	Student Life	This webpage has links to academic support services, chaplaincy, counselling and student welfare services for enrolled students. Information is provided on accommodation services, child care services and services to support students with health and physical disabilities to reach their full academic potential. <a href="https://www.westernsydney.edu.au/future/student-life">https://www.westernsydney.edu.au/future/student-life</a>
CQUniversity Australia	New Students	This webpage has links for new students to support services such as counselling, accessibility and student mentors. In addition there are links to learning support services as well as contact information and forms which students may need to access. Students are also advised to check a weekly newsletter which is emailed to students each week and contains the latest news and university announcements. <a href="https://www.cqu.edu.au/student-life/new-students">https://www.cqu.edu.au/student-life/new-students</a>

Although this is a very small sample of available support for university students, it can be seen that universities provide a wide variety of support services for prospective and enrolled students, including financial, counselling, housing, administrative and enrolment services.

The next section will discuss particulars of HEPPP funding for universities and the specific programs these universities proposed.

## 2.6 HEPPP Funding

HEPPP funding consisted of two parts, being the *participation* component and the *partnership* component. The participation component (component A) was calculated and distributed according to a formula which reflected the share of the low SES population of the university. The partnership component (component B) was a combination of the baseline funding and competitive project funding. HEPPP funding was the primary resource for the student equity programs, which aimed to

give equity students the opportunity to access undergraduate courses and to ensure they remained in their chosen course until completion. The period from 2013 to 2016 saw the Australian government invest significant funding into the HEPPP. Table 2-3 shows the annual expenditure for HEPPP funding. In March 2014, 37 universities received over \$118M in funding to design and deliver programs to increase numbers of students from marginalised and disadvantaged backgrounds to attend higher education.

Table 2-4: *Annual HEPPP funding distributed to Australian universities (2013-2016) (Department of Education, 2016).*

<b>Year</b>	<b>Funds</b>
2013	\$111,666,246
2014	\$118,600,606
2015	\$145,950,515
2016	\$155,137,877
<b>TOTAL</b>	<b>\$531,355,244</b>

Following the change of government at the 2013 Federal election, there was much uncertainty about the future of HEPPP (Reed, King & Whiteford, 2015; Sheehan, 2013), exacerbated by proposed higher education reforms. The new government announced that it would continue to support HEPPP and, provided the higher education reforms were passed through the Senate, the funding cycle would change from annually to every three years. The proposed reforms did not pass through the Senate and funding continued on an annual cycle. In addition to the existing baseline funding, universities were invited to submit proposals for competitive funding; Table 2-5 shows details of programs which were successful in securing competitive grants funding for 2013 to 2015.



Table 2-5: *Widening Participation Programs funded through HEPPP Competitive Grants Funding 2013-2015 (Dept. of Ed, 2014).*

University	Program	Funds
Southern Cross University	The Stellar Program	\$821,000
RMIT	I Belong – Senior Years	\$1,475,000
Charles Sturt University	The CSU Future Moves Program	\$4,488,039
The University of Adelaide Flinders University University of South Australia	Journey to Higher Education	\$9,245,000
University of Canberra	Stronger Smarter Schools Project	\$755,000
University of Tasmania	Pathways to Success and a Place in Tasmania’s Future Economy	\$2,414,972
Swinburne University of Technology	The Indigenous Futures Collaboration	\$5,536,440
University of Southern Queensland	Making the connection: Improving Access to Higher Education for Low Socio-Economic Status Students with ICT Limitations	\$4,390,330
Charles Darwin University	A Whole-Of-Community Engagement Strategy to Build Higher education Aspirations for NT Indigenous People	\$7,596,171
University of Western Sydney	Widening Indigenous Participation in Higher Education Through Strategic Partnerships	\$3,602,900
University of Sydney	Get Prepared	\$1,355,287
University of Canberra	ACT-IS (ACT-Indigenous Success)	\$985,000
Monash University	Strengthening Engagement and Achievement in Mathematics and Science (SEAMS)	\$735,594
University of Canberra	The Aspiration Initiative (TAI) Academic Enrichment Program	\$675,000
La Trobe University	Curriculum Bridges	\$1,320,500
Australian Catholic University	Satellites to Higher Education	\$1,033,500
Curtin University	Addressing Higher Educational Access Disadvantage (AHEAD)	\$3,564,201

### 2.6.1 Political Turmoil 2013 - 2015

The Australian government entered a period of political turmoil during these years and unrest which resulted in several changes in leadership and eventually a new governing party. The higher education sector was impacted by a decision to change funding models; a series of proposed higher education reforms were recommended in the 2014 Budget. There was considerable discussion about the proposed reforms which, as previously noted, did not pass the Senate despite several attempts. Equity

practitioners were very concerned that their funding would be severely impacted by the reforms. Although controversial, the reforms did propose that HEPPP funding be allocated on a three year basis, not the annual funding model which was in operation at the time.

The 2014-15 Budget statements showed that the new government continued a commitment to widening participation in higher education to support growth in economic productivity and the social well-being of all Australians. Quality higher education, international education and world-class research was expected to promote economic productivity. Higher education was viewed as the key to economic prosperity. Australia was expected to remain a knowledge nation and the Australian government set in motion a reform agenda to support this. The agenda included providing choice and opportunity for students to study anywhere in Australia and whatever they chose to study.

## **2.6.2 September 2015 to current**

In September 2015, despite changes in the leadership of the Australian government, higher education remained a priority in improving the lives of Australians through the development of skills (Australian Government, 2016).

Accompanying the announcement of the 2016 Budget, the Australian government acknowledged that there were still under-represented groups who continued to face personal and economic barriers to undertaking higher education. It flagged changes in policy by targeting support for those facing additional barriers such as relocation and living away from home costs. It recognised that more needed to be done to raise aspirations and reduce the barriers to access and participation in higher education (Australian Government, 2016). The government noted that realised savings in the Budget could assist with funding to support the establishment of infrastructure in regional or rural areas, as well as using new technologies to enhance the learning experiences of rural and regional students (Australian Government, 2016).

It was also announced that student equity programs funded through the HEPPP would be subject to evaluation in order to determine the benefit and performance of these programs with target groups (Australian Government, 2016), listed in the document as:

- Students from low SES background
- Persons with a disability
- Indigenous Australians
- Regional and remote citizens
- Non-English speaking background citizens.

In particular, evaluations would need to investigate the:

- Outcomes of programs
- Beneficiaries of the activities
- Value for money
- Changes or alternatives to services/support currently available.

Analysis of the summaries and objectives of these competitively funded programs shows that they address the issue of widening participation in higher education for people from low SES and Indigenous backgrounds which reflects policy objectives. A brief overview of a sample of these competitively funded programs is given in the following section.

***The Stellar Program*** (<http://stellar.edu.au/about/about-stellar/>) (**Southern Cross University**)

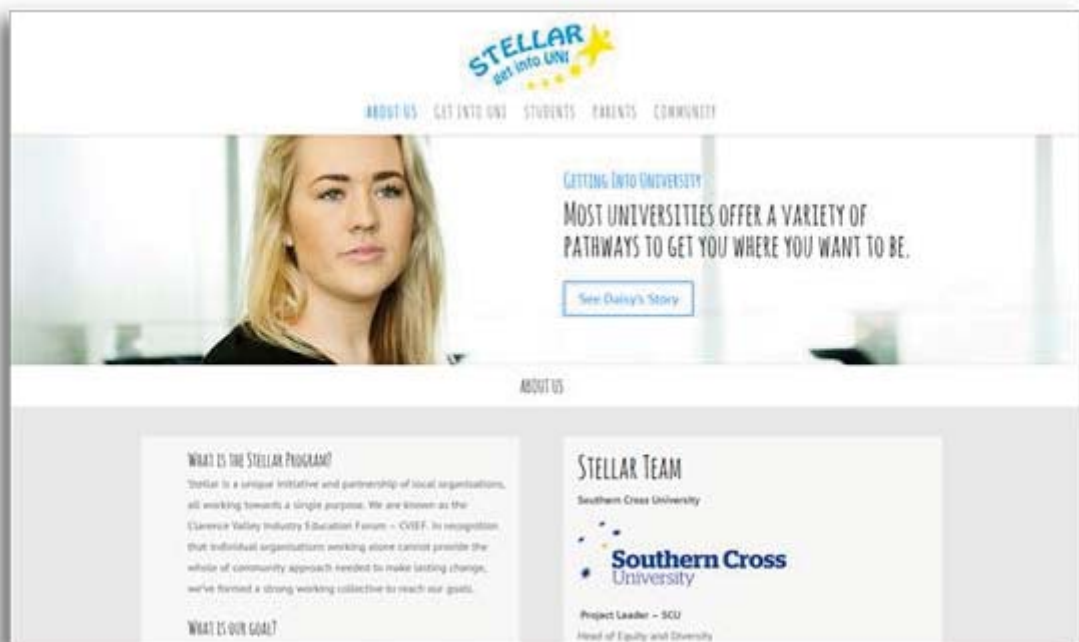


Figure 2-2: The Stellar Program (Southern Cross University, 2016)

The Stellar program is one of three programs established by the Clarence Valley Industry and Education Forum (CVIEF) to improve educational outcomes for students living in the Clarence Valley in New South Wales. The CVIEF partners consist of universities, schools, community representative, New South Wales Department of Education & Communities – North Coast Region, the Aboriginal Education Consultative Group, the Commonwealth Department of Education, Employment and Workplace Relations and TAFE NSW – North Coast Institute. The program aimed “to improve university participation rates of students living in the Clarence Valley”. Four objectives were identified as key to achieving the program aim:

- 1) Increase knowledge and understanding of higher education and career options;
- 2) Build confidence and motivation towards higher education;
- 3) Improve academic readiness for higher education;
- 4) Partner with teachers, families and community to assist students to reach their potential for higher education.

***The Aspiration Initiative*** (<http://www.auroraproject.com.au/node/455>)  
**(University of Canberra)**



Figure 2-3: The Aspiration Initiative (University of Canberra, 2016)

This program is a partnership between the Aurora Project, the Charlie Perkins Trust for Children and Students, and the University of Canberra. The program targets Indigenous students and seeks to increase opportunities and support to ensure students realise their potential at school, university and beyond. The aims include:

- 1) Better understand why many talented Aboriginal and Torres Strait Islander students are not going to university directly from school;
- 2) Inform Aboriginal and Torres Strait Islander school and university students of undergraduate and postgraduate pathways at universities in Australia and overseas;
- 3) Support and inspire students to excel in their university studies, so that they may be in a position to take advantage of opportunities, such as the many scholarships that are available for undergraduate and postgraduate study.

### ***Pathways to Success and a Place in Tasmania's Future Economy***

<http://www.utas.edu.au/centre-for-university-pathways-and-partnerships/home/pathways-to-success-project>).

**(University of Tasmania)**



Figure 2-4: Pathways to Success (University of Tasmania, 2016)

This project is a joint collaboration between the University of Tasmania, the Department of Education, TasTAFE and other educational and community organisations. This project is expected to develop and strengthen the professional networks which will assist in sustaining the initiatives after the project has run its course.

The university website shows that this is a short term project (2½ years) funded through the HEPPP. The goal is to increase aspirations to participate in higher education through initiatives and pathways which inform and build capacity for people from low SES and Aboriginal communities. In addition it aims to provide a smooth transition into higher education, and for current and future students, families and communities to engage with career options aligned with Tasmania’s industries of the future: food, advanced manufacturing, tourism and health.

***Curtin AHEAD (Addressing Higher Educational Access Disadvantage)***

[http://eesj.curtin.edu.au/ahead/?utm\\_source=multiple&utm\\_medium=offline&utm\\_campaign=nc-ahead-program-au](http://eesj.curtin.edu.au/ahead/?utm_source=multiple&utm_medium=offline&utm_campaign=nc-ahead-program-au)

**(Curtin University)**



Figure 2-5: Curtin AHEAD (Curtin University, 2016)

Curtin AHEAD supports students by working with them to overcome the challenges they face in accessing and participating in higher education. It received its initial

grant in 2013 and currently shows the strategic plan for the period 2015 to 2018 on its website. The program works with 18 partner organisations and schools to raise aspiration to attend higher education; it connects with adult learners, disengaged youth and people within the prison system to build their capacity to undertake higher education study.

Given the objectives and levels of funding provided to HEPPP since 2013 (\$531M), it is timely to consider the literature around evaluation, of social development programs in general, and of student equity programs which seek to widen participation in higher education at the program level in particular

## **2.7 Evaluation**

The term “Evaluation” has had different meanings over time. In recent decades more precision has been given to the word, including its base concepts and its functionality as an entity (Stufflebeam & Shinkfield, 2007). It is argued that evaluation is the most fundamental discipline in society (Stufflebeam & Shinkfield, 2007). Its principal aim is to assess and improve all aspects of society. It casts a wide net over a range of activities including but not limited to school programs, universities, university curriculum, construction projects, government policy, social programs, development programs, and environmental programs (Davidson, 2005; Stufflebeam & Shinkfield, 2007). Evaluation can be applied as a universal mechanism which considers issues such as reliability, cost effectiveness, efficiency and safety. In relation to social policies and programs, evaluation can be used to improve processes and outcomes through the utilisation of evaluation findings. A definition which is rejected outright by Stufflebeam and Shinkfield (2007) relates to determining whether objectives have been achieved. They argue that taking this view alone can cause evaluations to fail as not all objectives are worth achievement. Objectives are not always aligned to the needs of beneficiaries. This raises questions about why a program was conceived in the first place (Stufflebeam & Shinkfield, 2007).

Michael Scriven has been most influential theorist in the field of evaluation according to Davidson (2005). In particular, Davidson (2005) referred to Scriven’s evaluation specific logic and methodology. In 1991, Scriven brought to the fore the

issue of values and in particular, which values were relevant for evaluation and where they should be applied. Davidson (2005, p. xii) describes evaluation specific logic and methodology:

*It is a set of principles (logic) and procedures (methodology) that guide the evaluation team in the task of blending descriptive data with relevant values to draw explicitly evaluative conclusions.*

Scriven refers to evaluation as the process of determining merit, worth or significance, and an evaluation is the product of that process (Scriven, 2007, p. 1). Merit refers to the intrinsic value of something and it is used interchangeably with the term quality (Scriven, 2007, p. 1). Worth refers to the value of something, to an individual or organisation, and it is used interchangeably with the term 'value' (Scriven, 2007, p. 1).

Evaluations must be commissioned on the basis that the commissioner of the evaluation needs to make a value judgement about something (Scriven, 1994). Evaluations must not be value free (Scriven, 1994). Rather, they should be based on principles enabling evaluators to judge the evaluand (object being evaluated) against a value (Stufflebeam & Shinkfield, 2007). The evaluand may be a program, policy or person. The Joint Committee on Standards for Educational Evaluation (JCSEE)'s definition of evaluation includes 'merit' and 'worth', the characteristics of which are succinctly summarised by Stufflebeam and Shinkfield (2007) and shown in Table 2-6.

Evaluation and performance monitoring are closely linked. Evaluation is the periodic analysis of information from ongoing performance monitoring systems (Boyle et al., 1999). Performance monitoring focusses on the day to day functions of a program or policy. Monitoring is concerned with the design and operations of programs and policies. These differ from evaluation in that evaluation focusses more on the key fundamental questions addressing the existence of the program or policy (Boyle et al., 1999).



Table 2-6: *Characteristics of Merit and Worth (Stufflebeam & Shinkfield, 2007, p. 10)*

<b>MERIT</b>	<b>WORTH</b>
May be assessed on any object of interest	Assessed only on objects that have demonstrated an accepted level of quality
Assesses intrinsic value of object	Assesses extrinsic value of object
Assesses quality, that is, an object's level of excellence	Assesses an object's quality and value within a given context
Asks, "Does the object do well and what is it intended to do?"	Asks, "Is the object of high quality and also something the target group needs?"
References accepted standards of quality for the type of object being evaluated	References accepted standards of quality and data from a pertinent needs assessment
Conclusions rate the object on standards of quality against competitive objects of the same type	Conclusions note the object's acceptable level of quality and rate it on importance and value to a particular consumer group
Assessments of merit may be the comparison of an object with standards or competitive objects	Assessments of worth may be comparative or non-comparative

Understanding the impact that a program or policy has had on its intended beneficiaries usually involves an evaluate process (Cody, Perez-Johnson & Joyce, 2015; Owen, 2012; Solmeyer & Constance, 2015). Such a process provides information about how well an existing program is performing and suggest ways to improve performance and inform the design of new programs (Cody et al., 2015). Boyle, Lemaire and Rist (1999) describe evaluation, and program evaluation in particular, as a means of assessing program outcomes or activities through rigorous methodological means which encompasses the various life cycles of a program or policy, as shown in Figure 2.6.

Another way to define evaluation is presented by Chelimsky as cited by Boyle et al. (1999, p. 5), who refers to program evaluation as the application of systematic research methods to the assessment of program design, implementation and effectiveness. Evaluation of a program usually takes place to determine whether a program is going to be economically viable, helpful or better than what is already available to all stakeholders. Davidson (2005) argues that when evaluating services and programs, it is important to consider the extent to which improvements in quality would provide enough incremental value to justify its associated costs. At the end of an evaluation, it should be clear whether something is worth supporting through continued funding and broad scale implementation (Davidson, 2005).

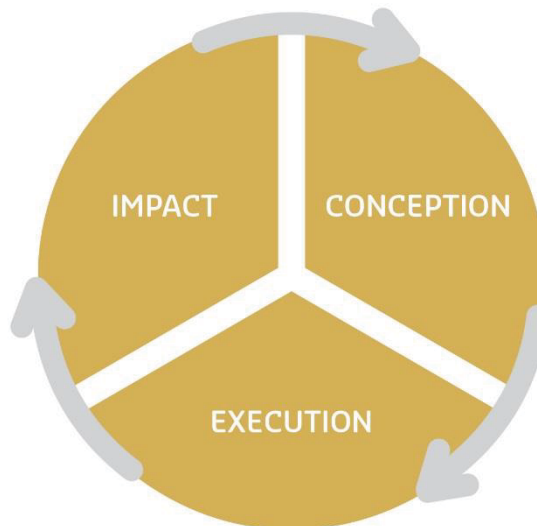


Figure 2-6: Program/Policy life cycle (Boyle, Lemaire & Rist, 1999)

The 1970s saw a trend towards decentralised management; evaluation of social programs experienced significant growth (Pawson & Tilley, 1997). Evaluation, according to Pawson and Tilley (1997), was likened to a lumbering and overgrown adolescent without life direction. Accompanying this devolution of management responsibility was the viewpoint that everything can and must be reviewed, appraised, audited, quality assured, performance rated and evaluated (Pawson & Tilley, 1997). Numerous activities including self-appraisal, peer appraisal, developmental reviews, management information systems, scrutiny through expert consultants, total quality management and formal social scientific evaluation research are all considered part of the monitoring and evaluation process (Pawson & Tilley, 1997; Scriven, 1994; Stufflebeam & Shinkfield, 2007). Pawson and Tilley (1997) identified that simplistic evaluation structures had morphed into a plethora of evaluation designs which included summative, formative, cost free, goal free, functional, tailored, comprehensive, theory driven, stakeholder based, naturalistic, utilisation focussed, pre-ordinate, responsive, and meta evaluation.

### 2.7.1 Evaluation Standards

Stufflebeam and Shinkfield (2007, p. 9) agree with the basic definition of evaluation put forward by the JCSEE as “*evaluation is the systematic assessment of worth or merit of an object*”. The JCSEE comprises a number of professional associations in the USA and Canada and is primarily concerned with the quality of evaluations.

They have produced a number of standards for evaluation which are widely used. These standards are “The Personnel Evaluation Standards”, “The Program Evaluation Standards” and “The Classroom Assessment Standards for PreK – 12 Teachers” (<http://www.jcsee.org/>).

Within each of the standards are a number of sub-standards which are available to guide an evaluator through the process of conducting an evaluation. Within the Program Evaluations Standards the five key areas are Utility Standards, Feasibility Standards, Propriety Standards, Accuracy Standards and Evaluation Accountability Standards as shown in Figure 2-7.

Utility Standards	Feasibility Standards	Propriety Standards	Accuracy Standards	Evaluation Accountability Standards
<ul style="list-style-type: none"> <li>• Evaluator Credibility</li> <li>• Attention to Stakeholders</li> <li>• Negotiated Purposes</li> <li>• Explicit Values</li> <li>• Relevant Information</li> <li>• Meaningful Processes and Products</li> <li>• Timely and Appropriate Communicating and reporting</li> <li>• Concern for consequences and influence</li> </ul>	<ul style="list-style-type: none"> <li>• Project Management</li> <li>• Practical Procedures</li> <li>• Contextual Viability</li> <li>• Resource Use</li> </ul>	<ul style="list-style-type: none"> <li>• Responsive and Inclusive Orientation</li> <li>• Formal Agreements</li> <li>• Human Rights and Respect</li> <li>• Clarity and Fairness</li> <li>• Transparency and Disclosure</li> <li>• Conflicts of Interest</li> <li>• Fiscal Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Justified Conclusions and Decisions</li> <li>• Valid Information</li> <li>• Reliable Information</li> <li>• Explicit Program and Context descriptions</li> <li>• Information Management</li> <li>• Sound Design and Analyses</li> <li>• Explicit Evaluation Reasoning</li> <li>• Communication and Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Documentation</li> <li>• Internal Metaevaluation</li> <li>• External Metaevaluation</li> </ul>

Figure 2-7: Key Standards for Program Evaluation (Retrieved from <http://www.jcsee.org/program-evaluationstandards-statements>)

The Utility Standards protect program stakeholders and ensures that evaluation findings will be useful to program stakeholders. They require that needs are identified and evaluation results are clear, concise and timely. Evaluation findings should apply to the program or policy of the program stakeholder. Under this standard, if the results of the evaluation are not going to be utilised, then the evaluation should not be undertaken.

The Feasibility Standards ensure that evaluations are effective, efficient and avoid disruptions to or the impairment of a program. Evaluations procedures must have real world application and exist not only in laboratory conditions.

The Propriety Standards are designed to ensure fairness, to be right and just for all stakeholders. Evaluations must be grounded in clear written agreements between the client and the evaluator with obligations of all parties clearly stated. This standard protects the rights and dignity of all parties to the agreement and ensures that evaluations are conducted legally, ethically and observe the welfare of all stakeholders.

The Accuracy Standards support the dependability and truthfulness of evaluation propositions and findings, in particular, those which have interpretations and judgements about the quality of programs. This standard ensures that the programs are described as planned and how they have been implemented. Findings must demonstrate validity and reliability. Information sources, instrumentation and analysis procedures must be identified and substantiated. Evaluation reports must state the strengths, weaknesses and limitations of the methods, information and conclusions utilised in the evaluation.

The Evaluation Accountability Standards require evaluators to keep appropriate documentation relating to evaluation designs, procedures and products.

Each of the Standards is designed to ensure that evaluation is fair and will enhance the professional element of evaluation practice (<http://www.jcsee.org>).

The Australasian Evaluation Society (AES) has also developed a set of guidelines for the ethical conduct of evaluations for its members. They are shown in Table 2-7.

Table 2-7: AES Guidelines for the Ethical Conduct of Evaluations ([www.aes.asn.au](http://www.aes.asn.au))

Stage of Evaluation	Principal	Guidelines
Commissioning and Preparing	1. All parties involved in commissioning and conducting an evaluation should be fully informed about what is expected to be delivered and what can reasonably be delivered so that they can weigh up the ethical risks before entering an agreement.	<ul style="list-style-type: none"> <li>• Use a briefing document</li> <li>• Identify limitations, different interests</li> <li>• Establish contractual arrangement</li> <li>• Advise changing circumstances</li> </ul>

	<p>2. All persons (including participants) who might be affected by whether or how an evaluation proceeds should have an opportunity to identify ways in which any risks might be reduced.</p>	<ul style="list-style-type: none"> <li>• Look for potential harms or risks</li> <li>• Practise with competence</li> <li>• Disclose potential conflicts of interest</li> <li>• Compete honourably</li> <li>• Deal openly and fairly</li> </ul>
<b>Conducting</b>	<p>3. An evaluation should be designed, conducted and reported in a manner that respects the right, privacy, dignity and entitlements of those affected by and contributing to the evaluation.</p> <p>4. Reciprocity. Participants giving their information to researchers should reap some benefit. For example the findings of the evaluation should be made available and where possible presented to participants, providing information of benefit to them and their wider community.</p> <p>5. An evaluation should be conducted in ways that ensure that the judgements that are made as a result of the evaluation and any related actions are based on sound and complete information.</p>	<ul style="list-style-type: none"> <li>• Consider implications of differences and inequalities</li> <li>• Identify purpose and commissioners</li> <li>• Obtain informed consent</li> <li>• Be sufficiently rigorous</li> <li>• Declare limitations</li> <li>• Maintain confidentiality</li> <li>• Report significant problems</li> <li>• Anticipate serious wrongdoing</li> <li>• Anticipate trauma</li> <li>• Be accountable for quality, accuracy and usability of findings</li> </ul>
<b>Reporting</b>	<p>6. The evaluation should be reported in such a way that audiences are provided with a fair and balanced response to the terms of reference for the evaluation. Many if not most evaluations will have multiple audiences, and the needs of each should be taken into account.</p>	<ul style="list-style-type: none"> <li>• Report clearly and simply</li> <li>• Report fairly accurately and comprehensively</li> <li>• Identify sources and make acknowledgements</li> <li>• Fully reflect evaluators' findings</li> <li>• Do not breach integrity of reports</li> </ul>

These guidelines were developed to encourage ongoing improvement for the theory, practice and utilisation of evaluation (Australasian Evaluation Society, 2016; see [www.aes.asn.au](http://www.aes.asn.au)).

### 2.7.2 Why Evaluate?

A study conducted by Raven (2015) concluded that higher education institutions must support staff conducting widening participation programs in the task of evaluating these programs. Evaluation is the key to assist with the establishment of a 'what works' evidence base for both programs and evaluation frameworks (Raven, 2015). Raven (2015), referring to the United Kingdom context, stated that evaluation

needed an increased focus at both the national and institutional levels, similar to the current situation in Australia, where there is an increased emphasis on the evaluation of HEPPP-funded student equity programs in Australia (Australian Government, 2016).

Davidson (2005) states that evaluation is generally conducted to determine areas for improving and generating an assessment of overall quality or value which can be used in reporting or assist with making program decisions (p. 2). Stufflebeam and Shinkfield (2007) see evaluation as the link to maintaining and improving services while protecting people across all aspects of society (p. 5). They go further by saying that evaluation provides a service to society by affirming worth, value, improvement, accreditation, accountability and when necessary, a basis for terminating poor programs (p. 5).

Boyle et al. (1999) suggested that governments build national evaluation systems to help improve the means and methods of governance, arguing that a national system which was understood, credible and used, would likely contribute to improved public sector management. Evaluation systems were more likely to assist in the management of programs and policies by decisions makers, who often sifted through superfluous and subjective opinions and information (Boyle et al., 1999). A similar view held by Stufflebeam and Shinkfield (2007) was that evaluation delivers objective evidence which can be used to inform policy and practice across a range of social programs. Monroe, Fleming, Bowman, Zimmer, Marcinkowski, Washburn & Mitchell (2005) describe evaluation outputs as the provision of information which helps identify program improvements when considering limited funding and the best use of staff resources.

### **2.7.3 Program logic models**

Program evaluation is usually carried out for a particular purpose. From the outset, programs should be planned with the evaluation in mind, to clarify which data to collect and how to collect it (Bamberger & Segone, n.d.; Boyle et al., 1999; Newcomer, Hatry & Wholey, 2015; Pawson & Tilley, 1997).

While there are many evaluation frameworks and tools, program logic models are widely used by large and small organisations, government and non-government,

including the United Nations Development Program (UNDP). The UNDP set the groundwork for evaluations which follow the establishment of community and social improvement programs (Centre for Diseases Control and Prevention, 2011; Markiewicz & Patrick, 2016; McCawley, n.d.; Taylor-Powell & Henert, 2008; W. K. Kellogg Foundation, 2004;).

The program logic model is widely used by community organisations and the private sector and provides a graphical overview of an entire program (Markiewicz & Patrick, 2016; Newcomer, Hatry & Wholey, 2015; Penna & Phillips, 2005). It outlines the need for the program, the target participants, the outputs or activities, the anticipated outcomes (short, medium and long term), and also considers the external influences which impact on the program either positively or negatively (Goodrick, 2015; Markiewicz & Patrick, 2016, p. 75; McCawley, n.d.; Penna & Phillips, 2005; W.K. Kellogg Foundation, 2004, p. 3;). Through the process of developing a program logic model, all stakeholders involved in the program form a common agreement on the purpose of the program and the outcomes it is expected to achieve (Alter & Egan, 1997; Hansen, Alkin & LeBaron Wallace, 2013). A program logic model is usually linear in design and shows a connection between objectives, outputs and outcomes of programs (Alter & Egan, 1997; Monroe et al., 2005; Hansen et al., 2013). Once the elements of a program have been established within the program logic model format, it becomes clearer to stakeholders what needs to be measured for the program to achieve its overall objectives.

Program logic models were developed in the 1960s and 1970s by evaluators when they needed to determine the impact of programs, particularly in the social sciences (Alter & Egan, 1997; Taylor-Powell & Henert, 2008). Evaluation established that many programs were not being implemented in the way they were intended and that program outcomes were vague (Alter & Egan, 1997; Taylor-Powell & Henert, 2008). The W.K. Kellogg Foundation designed a program logic model for use with their multisite youth programs (2004). The model guided implementation and evaluation of the programs across these sites. The program logic model is a fundamental planning tool which can help to lead towards purposeful change (Alter & Egan, 1997; Monroe et al., 2005; W.K. Kellogg Foundation, 2005). In addition it builds in a framework for evaluation which over time is likely to lead to program

improvements and increase the likelihood of positive impacts on the people targeted through the program (Monroe et al., 2005; W.K. Kellogg Foundation, 2004, p. 5). These logic models help to focus evaluations by deciding what to evaluate and when (Monroe et al., 2005). It can be inferred from this model that program practitioners and staff need to be cognisant of the fact that program logic models are a useful tool and the first step in undertaking an evaluation (Monroe et al., 2005).

By their very nature, programs which aim to improve social and educational outcomes for people usually take time to be realised. Some student equity programs are conducted in primary schools and it is consequently unlikely that their transition to university will be seen for six to seven years at the earliest. This of course presents problems when practitioners are trying to report student outcomes of the impact of their programs. The program logic model can assist with this task. The process of developing a program logic model helps to identify the evaluative criteria of short, medium and long term outcomes of a program (Alter & Egan, 1997; Monroe et al., 2005). These criteria inform decisions about whether or not programs achieve their outcomes. In the event that short term outcomes are being realised, then it is more likely that the intermediate and long term outcomes will be realised (Monroe et al., 2005). There must be a connection between the outputs and anticipated outcomes of any program. Outputs refer to the products and services which are delivered by a program to its participants or clients (Newcomer et al., 2015). Outcomes refer to the changes that are expected to be seen in participants as a result of their engagement in a program (Newcomer et al., 2015). Program outcomes are less likely to be achieved if they do not align with program outputs. Outputs and outcomes must have an underlying logic which connects them so that one may lead to another (Hansen et al., 2013).

As an example, Beckley (2014) referred to project logic which closely aligns with the logic model. The project logic clearly identified the inputs, outputs and outcomes for the First Foot Forward widening participation program at the University of Western Sydney. Planning and design of a logic model were conducted early in the life of the program which informed an evaluation plan. Through this process, it was possible to see alignment between the objectives of the program and the broader university strategy to widen participation from equity groups (Beckley, 2014). The



program design also included a monitoring and evaluation component in its original design (Beckley, 2014). Harrison and Waller (2017) argue that the need for a whole of program evaluation can be reduced if individual outreach activities had a robust theory of change (program logic) with supporting evidence, and linked into the overarching theory of change for a complete outreach program.

Some further examples of logic models are shown in Figures 2-8 and 2-9.

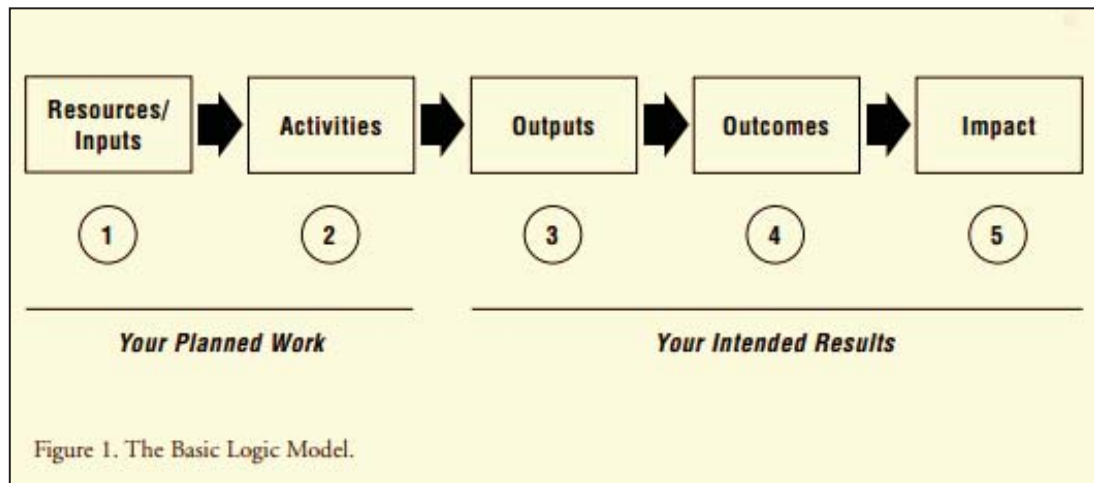


Figure 2-8: How to read a logic model (W. K. Kellogg Foundation, 2004, p. 3)

Limitations or weaknesses have been identified with the program logic model. Criticism includes the simplistic nature of the model given it presents a simplified picture of a program, and because of this there is a sense that it does not represent the reality of a program (University of Wisconsin-Extension (UWE), 2003). It should be noted that the program logic model provides a map of the intended program and the causal chain; however, changes do occur over the life of a program and program managers and practitioners must be flexible (UWE, 2003). Kushner (2016) refers to the linear nature as being descriptive and not predictive in nature. Although the program logic model outlines intended outcomes, unexpected events may occur and program managers must be alert to any unintended program outcomes (UWE, 2003). The program logic model is not intended to determine if a program is the correct course of action for a situation (UWE, 2003). Program design should be based on relevant research and the theories behind the needs which they are seeking to address (Newcomer et al., 2015; Pawson & Tilley, 1997).

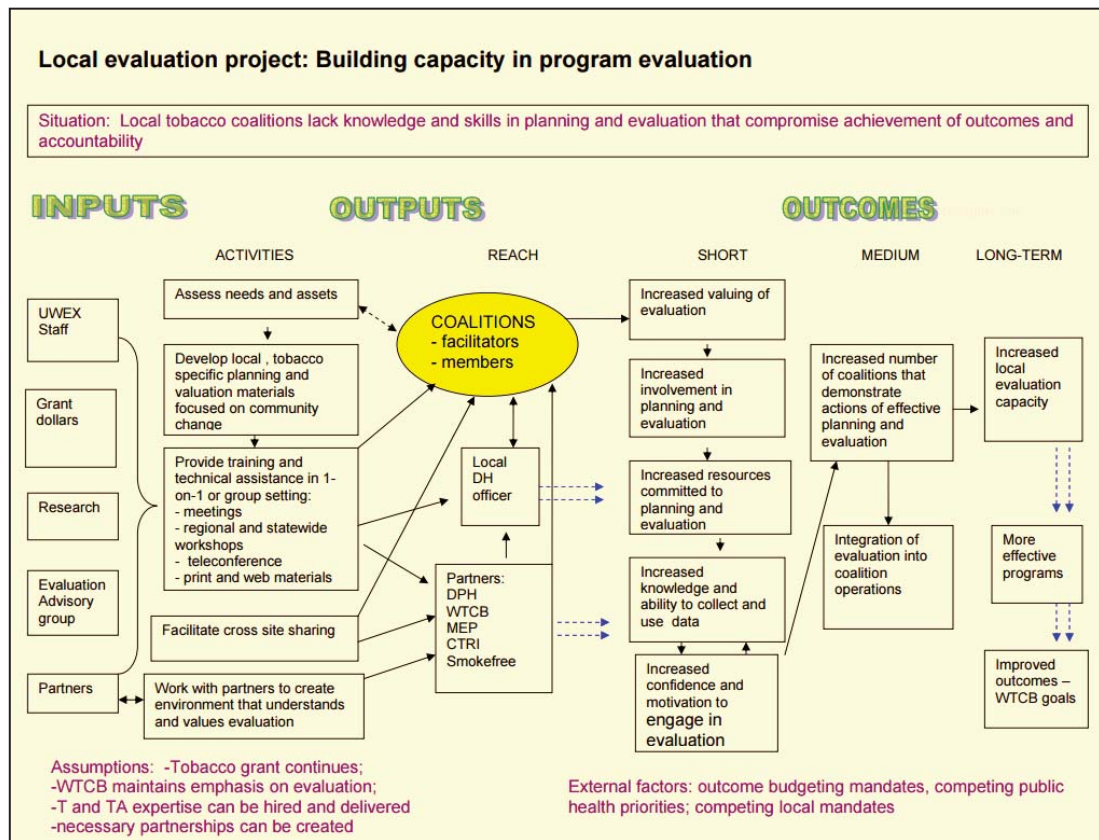


Figure 2-9: Example of a program logic model (University of Wisconsin-Extension, 2008)

## 2.7.4 Evaluation of Student Equity Programs

Universities across Australia conduct a vast array of student equity programs; however, the number of evaluation reports is limited. At the commencement of this study (mid-2014), a comprehensive search was conducted for evaluations of higher education student equity programs. Limited findings were available.

The competitive nature of the HEPPP funding process has placed student equity programs under increased pressure to show the impact of the programs on target groups. Evaluation is a useful management tool which can be used to shed light on the design, implementation and impact of these HEPPP-funded programs (Schultz & Mueller, 2006). Equity practitioners recognised in 2012 that evaluation was key in determining the impact of student equity programs established under the HEPPP and that evaluation can provide the evidence for sustainable student equity programs (EPHEA, 2012).

In 2010, Gale et al. (2010) developed the “Design and Evaluation Matrix” (DEMO) to assist with designing and evaluating student equity programs. Gale et al. (2010, p. 16) suggested that evaluation of outreach programs undertaken in Australian universities needed improvement and they anticipated the DEMO would assist program practitioners. The DEMO was a tool to inform the initial design of outreach programs which would lead to improved opportunities for participants (Gale, et al., 2010). The DEMO model provided information to be considered for the design and planning phase of outreach programs. It identified four strategies and 10 characteristics which were typical of effective outreach programs as can be seen in Figure 2-10 (Gale, et al., 2010). The Assembling Resources strategy includes characteristics such as human resources (people); financial resources such as financial support and incentives; and time resources such as short-term, long-term and sustainable time frames to implement programs and activities (Gale, et al., 2010). The Engaging Learner strategy outlined characteristics which included different learning methods, teaching methods, and intervention strategies, and how they affect learners; high quality teaching to drive student learning; and learning from and valuing knowledge from other people (Gale, et al., 2010). The Working Together strategy had characteristics which involved partners in the program working collaboratively to design and implement the program; and to include whole communities rather than target individual students for the program. The Building Confidence strategy included characteristics such as helping students become aware of university structure, pathways and opportunities; and the opportunities to experience first-hand the life of being a university student (Gale, et al., 2010). To be successful, programs were expected to have characteristics from each of the four strategies rather than all the characteristics of one strategy.



*Figure 2-9: The Design and Evaluation Matrix for Outreach (Gale, et al., 2010)*

Based on the number of strategies and characteristics present, a strength ranking was assigned to an outreach program. Figure 2-11 shows how the strength of programs was considered. Although characteristics were different, they all had a common thread which bound them to a particular strategy; stronger programs contained numerous characteristics from at least three strategies (Gale, et al., 2010).

Alternatively, programs which lacked breadth and depth had limited characteristics drawn from one or two strategies. Using the DEMO at the planning stage of a program would enable program practitioners and managers to design programs which were more likely to engage participants and work towards achieving program objectives. Since nothing else was available at the time in this area, the DEMO was a helpful guide for program managers and practitioners (Austin & Heath, 2010; Skene et al., 2016).

Program Depth (Characteristics)	10				VS
	9				VS
	8			S	VS
	7			S	VS
	6		M	S	VS
	5		M	S	VS
	4		M	S	S
	3	W	M	M	
	2	W	W		
	1	W			
	1	2	3	4	
Program Breadth (Strategies)					

W=Weak M=Moderate S=Strong VS=Very Strong

Figure 2-10: Program Strength Composition (Gale et al., 2010)

The literature revealed that DEMO was incorporated into outreach program design (Austin & Heath, 2010; Skene et al., 2016). Skene et al. (2016) were guided by the characteristics and strategies and the result was an outreach program (Aspire UWA) which received numerous accolades and funding which highlight the successes of the program (Skene et al., 2016). The program valued teacher feedback on activities and events, and this input of local knowledge and collaboration assisted with refining delivery of the program which was run across vast distances in Western Australia (Skene et al., 2016). Despite these distances, the program activities were delivered in person and incorporated professional learning for classroom teachers, which contributed towards enriching the school curriculum at partner schools (Skene et al., 2016).

Austin and Heath (2010) found that the DEMO was a useful tool which they believed assisted with good outreach program design. The first generation of their outreach program (Year 10 Connect and Explore) was refined based on feedback from participants and the DEMO matrix. The second generation of the program incorporated strategies and characteristics and according to feedback was well received by participants (Austin & Heath, 2010). A limitation of the DEMO, according to Austin and Heath (2010), is that it requires the full commitment from everyone or it may descend into a ‘tick and flick’ exercise. Austin and Heath (2010) suggest that as there is no particular hierarchy of DEMO strategies and characteristics, choosing which to focus on in outreach programs presents a

challenge when designing these programs. As stated by Gale et al. (2010), the DEMO was designed to provide a starting point for program design and evaluation, and more research is needed to develop this concept further.

In 2014, a guide to evaluation was specifically developed for student equity programs which was funded through an NCSEHE grant (Naylor, 2014). It was an introductory guide designed for program practitioners. Naylor (2014) noted that some program practitioners had significant experience in evaluation while others did not, and the framework was intended to help practitioners develop evaluation strategies for their student equity programs. Naylor (2014) provided an overview of what an evaluation should include and proposed a framework to guide program practitioners in this work. Both Gale et al. (2010) and Naylor (2014) have provided their resources for evaluation to assist equity program practitioners. This is significant as evaluation is now closely linked with program funding regardless of it being sourced through government grants or the universities themselves (Australian Government, 2016; Naylor, 2014).

The work of Gale et al. (2010) and Naylor (2014) is valuable in that the resources provide a guide to equity practitioners of outreach programs with information which they need to consider when planning their programs. What is not provided, however, are the indicators that can be used to evaluate the effectiveness of program activities at the individual program level. These indicators are identified based on the activities which make up the program and the context in which the program is being run. For example, although outreach programs are delivered in different regions and schools, they have similar overall objectives which are expected to be realised by participants in the program. Access and support programs also have similar objectives regardless of university location and courses being studied by equity students. Indicators identify the changes expected as a result of equity students participating in the programs and assist in identifying if overall program objectives are within reach or being met, and ultimately provide evidence for the overall impact of a program.

The literature refers to SMART indicators (Castro, 2011; Hatry, 2013; Markiewicz & Patrick, 2016; Naylor, 2014). Figure 2-12 further elaborates the meaning of SMART.

<b>Specific</b>	Must be specific to area being measured
<b>Measurable</b>	Must be observable, documentable and verifiable
<b>Achievable</b>	Capacity to collect this data
<b>Relevant</b>	Relevant to area being measured
<b>Timely</b>	Clear timeframe

*Figure 2-11: SMART Indicators for Evaluation (Markiewicz & Patrick, 2016)*

Outputs are usually connected to outcomes and consequently, indicators must be clearly identified and measurable against the output (Office of Evaluation, n.d.). In addition aggregation of these indicators must be achievable and more likely to inform program managers and practitioners about how a program is tracking towards its ultimate objectives (Office of Evaluation, n.d.). It was suggested by the Go8 (previously discussed) that their evaluation framework be used as a starting point for evaluating student equity programs within these particular universities. Indicators to determine success of programs were largely numeric and based on applications received from equity students, retention rates and completion rates of equity students after commencing an undergraduate degree. These indicators are well suited to large numbers of students; however, difficulties would be encountered by equity programs with small student numbers and consequently the framework is more suited to use at an institutional level as opposed to a program level.

A limited number of student equity programs in Australian universities which had been evaluated were identified in the literature (Bourke, Cantwell & Archer, 1998; Singh & Tregale, 2015). Closer investigation of these evaluations revealed they were more closely linked to research not for the purposes of evaluation. Although similar, evaluation and research have different purposes and therefore different end products (Fain, 2005; Mathison, 2008). Rather than generalising results to a broader population, evaluation links directly to the effects or outcomes of a program or project with a specific population for whom the program has been conducted (Fain, 2005).

Evaluation also clearly identifies a standard against which an outcome is being evaluated (Fain, 2005; Mathison, 2008). Stakeholder perspectives are essential in evaluation in order to provide an understanding of how a program or project impacts on its participants, funders, administrators, staff, and collaborating partners (Mathison, 2008). The term stakeholders in research is usually linked to the people from whom data is collected rather than the groups or people with a vested interest (Mathison, 2008). In contrast to research, evaluation seeks to make judgements about whether or not a particular program or project is effective or not; adequate or not; and good or bad (Fain, 2005). By contrast, Mathison (2008) succinctly states that the purpose of research is to contribute to understanding of how the world works and so research is judged by its accuracy, which is captured by its perceived validity, reliability, attention to causality and generalisability.

### **2.7.5 Challenges for Evaluation**

Scull and Cuthill (2010) found that while a range of equity initiatives were being conducted, universities needed to rethink the way in which they conceptualised and operationalised their outreach initiatives. Existing models of planning were too narrowly focussed and did not include stakeholders in the decision-making process for attending higher education, resulting in significant challenges for evaluation of their outreach activities and programs (Scull & Cuthill, 2010). Stakeholders include parents, students, schools, and community groups. The study concluded that collaborative partnerships between universities, local communities and other stakeholders could lead to positive outcomes, although more work was needed in the area through larger scale studies.

Equity program funding in Australia is strongly aligned with particular equity groups (Australian Government, 2012). HEPPP was aimed at supporting equity students to access and participate in higher education as a way of improving living conditions and life outcomes (DIICCSRTE, 2013). The “Other Grants Guidelines” document identified types of programs or activities that would contribute towards the overall HEPPP objectives (Australian Government, 2012). These included inclusive entry processes; mentoring; peer support; tutoring; scholarships; academic preparation, and developing and implementing support services. The document did not suggest how universities could report on their programs.



In July 2012, a Think Tank convened at Deakin University in Melbourne by EPHEA, discussed sector concerns about the evaluation of student equity programs funded through HEPPP (EPHEA, 2012). The HEPPP was considered complex to administer and little guidance was provided to universities on how funds should be utilised (DIICCSRTE, 2013). There was no framework which supported the measurement of outcomes from equity policy initiatives (DIICCSRTE, 2013). Although universities were required to report to the government on their initiatives funded through HEPPP, information about which initiatives appeared most effective in achieving the desired policy objectives was not shared.

Beckley (2014) found that problems existed in evaluating widening participation programs due to the longitudinal aspect of these programs, with primary school interventions unlikely to bear fruit for a number of years (Heaslip and Waller, 2017). This affects the evaluation of the impact of a program, however, it can be countered by having appropriate and achievable outcomes relative to the activities and outputs of the program. As mentioned earlier in this chapter, if short term outcomes are achieved, then it is likely that longer term outcomes will also be realised (Monroe et al., 2005). Bookallil and Rolfe (2016) stated that some people viewed evaluation as a quantitative activity. By contrast, Burns (2014) states that as many sources of evidence as possible must be included to ensure sufficient information is provided to program stakeholders on the performance of a program.

The process of undertaking an evaluation is not cost free and this can become problematic with widening participation programs. Funding is used to design and deliver programs and evaluation is at times an afterthought or only considered as a program is approaching the end of its funding cycle. It has been contended that funds be set aside at the beginning of a program to include evaluation (Burns, 2014; Lobo, McManus, Brown, Hildebrand & Maycock, 2010).

Research by Hudson and Pooley (2006) found a vibrant community of widening participation practitioners exists in the UK. Their work investigated the recognition and support mechanisms for widening participation practitioners as their skills, knowledge and opportunities for recognition were key to embedded and sustained widening participation practices across the higher education sector. Survey findings included the demand for appropriate learning opportunities from work-based and

other informal learning activities (Hudson & Pooley, 2006). Harrison and Waller (2017) noted from their work in UK that equity practitioners had been increasingly pressured to demonstrate the success of their outreach activities. To further complicate this issue is the definition of success for these activities. There was no clarity about whether or not a university met its institutional target or the national target which related more to societal outcomes (Harrison & Waller, 2017). Harrison and Waller (2017) found that there were two particularly strong approaches to evaluating outreach programs in the UK. The first is the tracking approach which collected data over a long period of time. Types of data includes participant involvement in activities; changing attitudes and choices; school outcomes and qualifications (Harrison & Waller, 2017). Program practitioners and managers then analysed this data and draw conclusions on the effectiveness of activities or entire programs based on the attitudinal or behavioural shifts of participants (Harrison & Waller, 2017). The second approach was heavily trial-based and includes randomised control trials (RCT) to determine the effects of outreach activities, although this method is not widely used due to criticism of its claims (Harrison & Waller, 2017). Work carried out by Young (2016) of a widening participation nursing education program found that it was problematic to identify particular practices which contributed to improved recruitment, retention and employment opportunities for students within the target population.

The above literature highlights the need to evaluate programs and reveals challenges for program managers and practitioners in examining the effectiveness and worth of their widening participation programs.

## **2.8 Conclusion**

This chapter provided a review of the literature on widening participation programs in Australia and the HEPPP, which enabled the design and delivery of student equity programs. It outlined the different types of programs and the activities conducted within those categories. Evaluation as a concept was discussed. This chapter identified frameworks which have been produced to assist program practitioners and managers with evaluation of student equity programs. The literature identified some institutional level indicators of successful programs, however, they do not align with program level activities or provide sufficient detail. DEMO is a useful framework;

however, the developers themselves noted that further work on their framework was required. As the evaluation literature has identified, indicators must align with outputs and outcomes or risk being of little or no value to program evaluation. This review confirms the need for this research study which aims to identify indicators of success at the program level of student equity programs.

The next chapter will present an overview of the research approach and methodology utilised in this study.

## 3 Methodology

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### 3.1 Chapter Overview

This chapter describes the methodological approach adopted for this study. First discussed is the research approach, followed by the research design which underpins the methodology adopted by the researcher. This is followed by an overview of the data collection methods employed, semi-structured interviews and document analysis. A description of the research domain and participants in this case study is followed by ethical and data storage considerations. A description of the data analysis process undertaken for this study is provided. This chapter concludes with matters relating to triangulation, validity and reliability of the data.

### 3.2 Research Approach

Qualitative research in education is used when the researcher wants to know answers to broader, generalised questions. Data collected is narrative based and then analysed for themes which emerge from those narrative data (Creswell, 2008). This study was underpinned by grounded theory, which supports qualitative research when the problem being addressed in the research does not fit with any existing theories (Creswell, 2008). Creswell (2008) posits that because a theory is grounded or rooted in the data, it is better suited than one 'borrowed off the shelf'. As this study was investigating a new problem (indicators of success) within an existing field (student equity programs), grounded theory was selected on the basis that the contextualised data would generate a theory in response to the research question. The researcher sought to answer the problem through the perspectives of people who worked closely with student equity programs.

Grounded theory is used in the social sciences and is used to construct or generate a theory through the analysis of data (Anderson, 2007; Creswell, 2008; Thomas, 2006). Grounded theory has a strong connection to qualitative research design, permitting new theories to emerge from the qualitative data collected through semi-structured interviews and document analysis used in this study (Anderson, 2007; Creswell, 2008). Through using an inductive analysis process, new theory or theories are able to be identified from the data (Anderson, 2007; Creswell, 2008; Thomas,

2006). Inductive analysis involves reading raw data to determine new concepts, themes or models through understanding and interpreting the data (Thomas, 2006).

The theory generated from the data is more suitable for the situation being studied, is relevant to practice and is sensitive to the needs of the participants (Creswell, 2008). Grounded theory follows a specific process or action whereby the researcher collects the initial data and then analyses and codes it to determine any links between categories in this phase (Anderson, 2007; Creswell, 2008; Thomas, 2006). The researcher then collects additional data with a focus on the emergent theory (Anderson, 2007; Creswell, 2008; Thomas, 2006). This process continues until data reaches a saturation point from which no new categories or theories emerge (Creswell, 2008; Thomas, 2006).

As this study sought to investigate the phenomenon of determining the success of equity programs within higher education institutions, the researcher determined that the research approach suitable for this purpose would be the qualitative case study. Case studies provide a mechanism for explaining how successes of initiatives are influenced by the context in which they operate (Goodrick, 2014). A bounded system is one in which an in-depth analysis is undertaken to explore a phenomenon of which little is known which can be described in great detail (Arthur et al., 2012; Creswell, 2008; Merriam, 2009). Arthur et al. (2012) further state that a bounded system is where parameters are set by spatial, temporal, personal, organisational or other factors and it is studied with reference to the specific context in which it is situated.

Using this approach, the researcher was the primary collector of data, and analysis was performed through an inductive process (Merriam, 2009). In this study, the qualitative data obtained through semi-structured interviews with participants, provided the researcher with a rich thick description of the phenomenon being studied. The researcher interviewed participants in their natural settings and face to face.

The researcher adopted a qualitative methodology which is closely aligned with the interpretivist view that implies there are many views and multiple realities (Arthur, Waring, Coe & Hedges, 2012; Creswell & Plano Clark, 2011; Merriam, 2009). The

interpretivist approach to research enables an understanding of the phenomenon being studied to be developed through the data collected.

During the course of this study, the researcher established a connection with the study participants by attending regular operational group meetings which contributed to a more comfortable environment for the semi-structured interviews. The connection between the researcher and the participants facilitated a natural flow of conversation which was important for the researcher to understand the operational and reporting aspects of student equity programs. Use of a qualitative methodology was considered to be the most appropriate means to investigate and understand the many perspectives of practitioners who plan and deliver the numerous equity programs. Each of the programs being investigated is unique within its own settings and contexts; however, all contribute towards the same overall objectives of widening participation for people of non-traditional backgrounds in higher education. The data provided by the study participants developed the researcher's understanding of existing practices in student equity programs.

### **3.3 Research Design**

Merriam (2009) asserts that case study research is the exploration of a phenomenon within a bounded system. Creswell (2008, p. 476) supports this view by describing case study research as an in-depth exploration of a bounded system such as an activity, event, process or individual, based on extensive data collection. Arthur et al. (2012) writes that case study research may investigate an individual, an institution, an event, program or project within an institution, or a policy or other system. According to Yin (2009), the logic of case study design is twofold in that it deals with the scope of the study in the first instance and the technical characteristics in the second instance. Yin (2009) describes the scope as the investigation of the contemporary phenomenon in depth and within its real life context when there is a lack of clarity between the boundaries and the context. For this study, there is a reliance on multiple data sources with the convergence of the data for triangulation and the development of theoretical structures to guide data collection and analysis. The researcher considered the data of two publications, 70 programs from 39 Australian universities published by the NCSEHE (2013 & 2014), and 93 programs from 39 Australian universities published by Bennett, Naylor, Mellor, Brett, Gore,

Harvey, Munn, Smith & Whitty (2015) to triangulate and validate data collected through the semi-structured interviews.

The strength of case study methodology is the fact that it is neither time dependent nor constrained by method (Simons, 2009). This methodology allows a story to be told by engaging the participants in the research process. Simons (2009) states that case study enables a shift in the power knowledge relationship and recognises the significance of co-constructing noticed actuality through links and joint empathies created in research.

In this study, case study methodology enabled the researcher to understand the experiences of practitioners in relation to conducting and evaluating student equity programs. Educational based research literature provides a significant number of strategies which researchers can employ to effectively explore the issues being examined (Creswell, 2008; Creswell & Plano Clark, 2011; Merriam, 2009). These strategies included the instruments to collect data, procedures for analysing data, and how to report those data. The conceptual framework which guided this research is shown in Figure 3-1 and discussed in section 3.3.1.

### **3.3.1 Sequence of the Study**

As illustrated in Figure 3.1, this study had three distinct phases.

*Phase One* involved an extensive review of the literature to position this study in the context of current published research. It identified gaps in the research and drew attention to the need for this study.

*Phase Two* identified the current equity programs and evaluation practices for programs supported through HEPPP funding at the case study university. Data collection consisted of semi-structured interviews with university staff and document analysis (*Research Objective 1*). Data were mined from documents to provide an overview of Australian government equity policies and current practices employed at the case study university for implementing the equity initiatives (*Research Objective 2*). The NCSEHE (2013 & 2014) and Bennet et al. (2015) publications provided data on student equity programs and evaluation practices conducted at other Australian universities (*Research Objective 3*).

Phase Three involved the analysis of the data, interpretation of findings and development of an “Indicators of Success” framework (*Research Objective 4*).

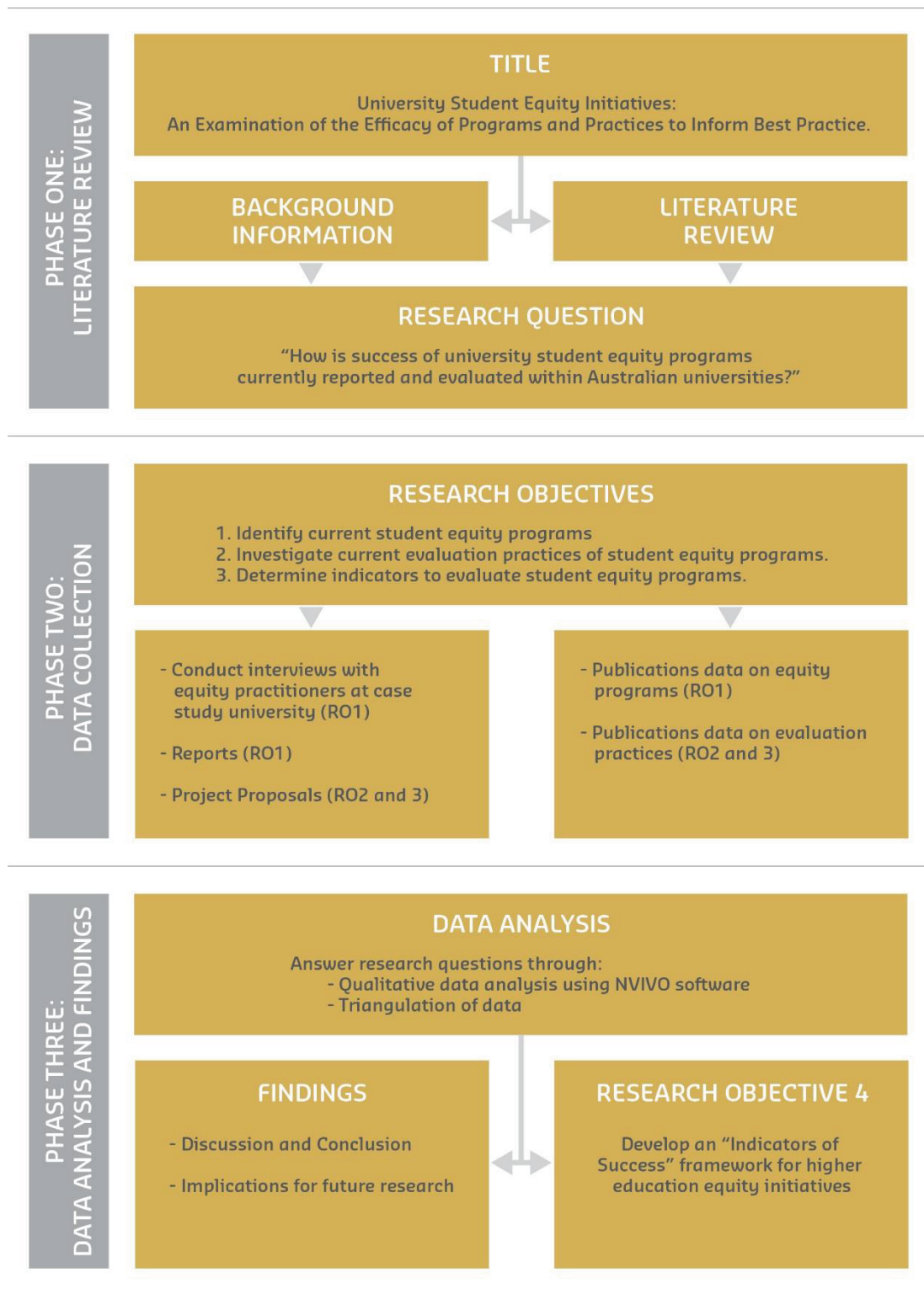


Figure 3-1: Research Conceptual Framework



### 3.4 Research Domain

The case study university conducts a number of student equity programs which connect with primary and secondary school students (Outreach programs), potential post-secondary and mature aged students (Access programs), and students currently enrolled in university degree courses (Support programs). Figure 3-2 shows the number of programs within each of those categories which provided the data from the case study university. The student equity programs data provided by the NCSEHE publications (2013 & 2014) and Bennett et al. (2015) is shown in section 3.7.3.

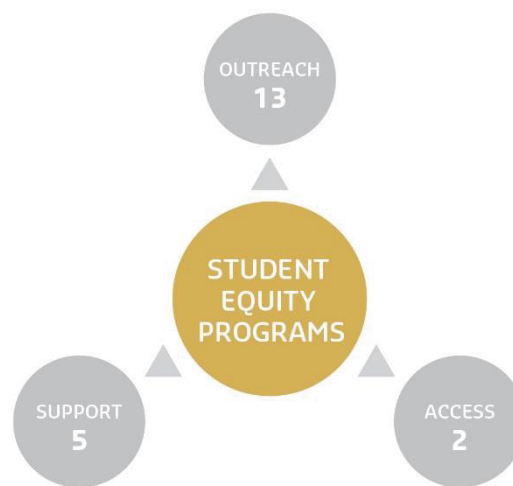


Figure 3-2: Participating student equity programs in this research study

### 3.5 Sample Location

The large multicultural University at the centre of this research has nine campus locations. It has a rich ethnic diversity and is committed to international engagement. The University has a strong relationship with the Indigenous community and has a focus on Indigenous education and culture, with one of the largest Indigenous student populations in Australia. It offers a range of undergraduate and postgraduate courses aligned with business, humanities, health, engineering and the sciences which are closely connected to industry, and has a strong reputation for practical research focussed on solving real world problems. Courses are delivered through various study modes with increasing online options becoming available for students, including a number of courses being delivered in regional Australia.

### 3.6 Sample

Identification of potential study participants for this research began with the acquisition of a list of student equity practitioners provided by the manager overseeing the distribution of the university's HEPPP funding. The participants in this study were key players in the planning and delivery of equity initiatives which sought to widen participation in the higher education sector by the target population, as defined in the University's strategic plan.

The participants ( $n=18$ ) consisted of managers (11%), project officers (16%), co-ordinators (28%), and practitioners (45%) of the student equity programs currently conducted at the case study University. Two managers responded to requests for interviews and both were overseeing a number of different programs within the outreach and access category. At the commencement of this study, there were three project officers within the equity office who responded to the request for interviews. Each project officer was connected to either of the Outreach, Access or Support priority area. Five program co-ordinators responded to the request for interview. One of the coordinators was responsible for outreach, access and support programs within the Indigenous centre at the university. Eight student equity practitioners responded to the request for interview. A summary of the participant profile is provided in Table 3-1.

Table 3-1: *Participant profiles for this study*

<b>Participant</b>	<b>Role</b>	<b>Category</b>
M1	Manager	Outreach
M2	Manager	Outreach
E1	Project Officer	Access
E2	Project Officer	Support
E3	Project Officer	Outreach
C1	Co-ordinator	Outreach
C2	Co-ordinator	Outreach
C3	Co-ordinator	Outreach
C4	Co-ordinator	Support
C5	Co-ordinator	Outreach/Access/Support
P1	Practitioner	Outreach
P2	Practitioner	Support
P3	Practitioner	Outreach
P4	Practitioner	Outreach
P5	Practitioner	Outreach
P6	Practitioner	Support
P7	Practitioner	Support
P8	Practitioner	Support

### 3.6.1 Sample Characteristics

Due to the qualitative nature of this study, the researcher determined that a purposeful sample of participants would be identified and recruited to provide an in-depth understanding of the factors which contributed towards success within student equity programs (Creswell & Plano Clark, 2011; Merriam, 2009). Merriam (2009) writes that when dealing with information rich research studies, researchers should enlist specific selection criteria for participants which reflect the purpose of the study. The researcher compiled a list of the criteria for selection as shown in Figure 3-3. It was anticipated that participants with this knowledge would provide the insights required for this study. All the participants needed to understand and have knowledge of the equity groups for whom their programs were designed. In addition

they needed to be cognisant of the planning, delivery and reporting of their programs to the University unit responsible for the overall management and reporting of the HEPPP funding. Figure 3-3 shows the characteristics which were considered necessary for participants within this study.

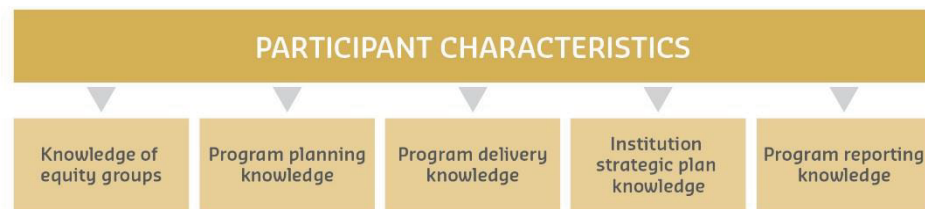


Figure 3-3: Participant Characteristics

### 3.6.2 Sample Recruitment

In order to reach as many people as possible the researcher attended meetings of the equity operations group at the case study University. This group consisted of equity practitioners whose programs were funded from the HEPPP at the university. The researcher introduced the study at one of these meetings and invited participants. As previously stated, 18 equity program staff volunteered to participate in the study.

Study participants selected a suitable interview time from a schedule prepared by the researcher. A list of contact details was compiled for all participants and calendar invitations were sent to individuals confirming their selected day and time for the interview. Participants were given the option of accepting the time or amending as needed to ensure minimal disruption to their usual work activities. Participants nominated where the interviews would take place. An information sheet for participants was also included with these invitations (Appendix 1). Consent forms were provided at the initial interview and signed by participants prior to commencing the interviews (Appendix 2).

### 3.6.3 Ethical Issues

All research undertaken in Australia with human participants must comply with the National Statement on Ethical Conduct in Human Research (Australian Government,

2007). This serves to promote the ethical conduct of research with humans while respecting and protecting all participants within the research study.

Prior to commencing this study, ethics approval was obtained from the University's Human Research Ethics Committee (EDU-151-14). All participants in the study were practitioners of the equity initiatives and employees of the case study university. An outline of the study, participant information sheet, a copy of the interview questions and consent forms were supplied to support the application.

All participants were reminded that participation in the study was voluntary, and all were provided with the approved information sheet about the study prior to interviews being conducted. Participants were free to withdraw from the study at any time without prejudice. Complete respect was afforded to people who did not wish to participate. This study was considered low risk and no foreseeable harm was expected to the participants.

Confidentiality is a high priority when conducting research. Personal identification markers were removed from the data and code names assigned to study participants.

Data from this research study are being stored according to protocols for a minimum of seven years after publication or project completion, whichever is later, then destroyed in accordance with Section 14 of Western Australian University Sector Disposal Authority.

### **3.7 Data Collection**

Simons (2009) notes that case study data is collected through three principal methods: interviews, observation, and document analysis. The methods used for data collection in this research were semi-structured interviews and document analysis. Data collection activities were undertaken solely by the researcher.

Interview data collection for this study occurred through two rounds of semi-structured interviews with program managers, coordinators and practitioners. Copies of strategy documents, project proposals and minutes of meetings were examined. The first round of interviews was conducted with 18 study participants who were all involved with at least one aspect of the administration, design, and delivery and reporting of student equity programs. These interviews were completed over a six

month period during 2014 with 18 study participants. A second round of interviews was conducted in early 2015, with two of the original 18 participants agreeing to being interviewed at that time. A number of people had left their roles and were no longer eligible to participate further. The data from the NCSEHE publications (2013 & 2014) and Bennet et al. (2015) was obtained as soon as it became publicly available.

### **3.7.1 Semi Structured Interviews**

Patton as quoted by Simons (2009) noted that interviews have four major purposes:

- To document the perspective of the person being interviewed
- To promote active learning and engagement for both parties through identifying and analysing issues
- To be flexible to changing direction and probing emergent issues while engaging in dialogue
- To potentially uncover feelings and events that cannot be observed.

Semi-structured interviews were conducted with participants in their usual place of work, their offices; and some interviews were conducted in a neutral environment (ie. away from researcher and study participants workplaces). The researcher established a rapport with study participants by attending monthly group meetings prior to conducting the interviews. This enabled the participants to slowly become familiar with the researcher. The researcher demonstrated active listening during the interviews by rephrasing statements to confirm information with the participants. Interview times varied between 40 and 90 minutes, dependent on responses to the initial questions. Further probing questions based on initial responses took place during the sessions when the opportunity arose. All the interviews were audio recorded and permission was sought from the participants prior to commencement of the interview. These recordings were later transcribed verbatim by the researcher and analysed using NVivo10. The questions which guided the first round of interviews are shown in Appendix 3. The questions which guided round two interview questions are shown in Appendix 4.

### 3.7.2 Documents

Examining relevant documentation as an integral aspect of research helps to deepen the understanding of the context and underwrite an examination of the issues at hand (Simons, 2009). Documents for analysis may comprise policy and public records as well as anything written about the context and the research site. These may include annual reports, audit reports, bulletins, memos, newspapers, equal opportunity statements, vision statements and regulations.

Program related documents included annual reports and program proposals. University documentation included the annual reports to the Australian government for 2013, 2014 and 2015, minutes of meetings of the equity group, and the student equity strategy documents. The Compact agreement between the university and the Australian government was obtained from the Department of Education and Training website. Two case study publications from the NCSEHE which showcased student equity programs from 39 Australian universities and Bennet et al. (2015) were analysed. Figure 3.4 identifies the documentation used to provide data in this research study.

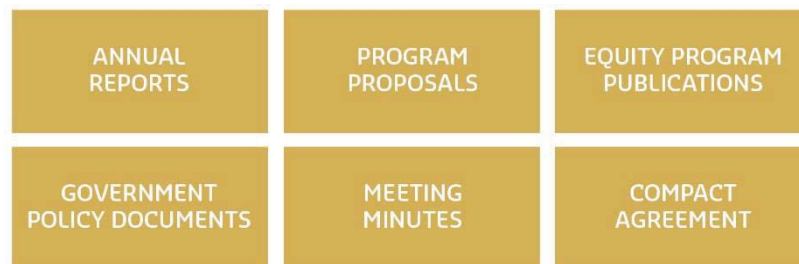


Figure 3-4: Documents utilised in this research study

### 3.7.3 Publications Data

Two other sets of data were analysed to triangulate data for this study. The first were two NCSEHE publications (*Access and Participation in Higher Education, 2013*; *Partnerships in Higher Education, 2014*). The case studies in these documents provided data on the programs and activities undertaken in other Australian universities during 2013 and 2014. Data included an overview of the programs and

their classification according to outreach, access and support. Information was provided on the target groups, the activities, methodologies for measuring programs and future directions of programs. Information relating to external partnerships was also included in the publications. This data is shown in Appendix 5 (University Equity Programs) and Appendix 6 (Partnerships in Higher Education). The student equity programs in the two NCSEHE publications were a mix of outreach, access and support programs. Of the 70 programs featured, 22 were reported as belonging to more than one category. Figure 3-5 shows the classification and number of programs from the two NCSEHE publications used to triangulate data in this study.

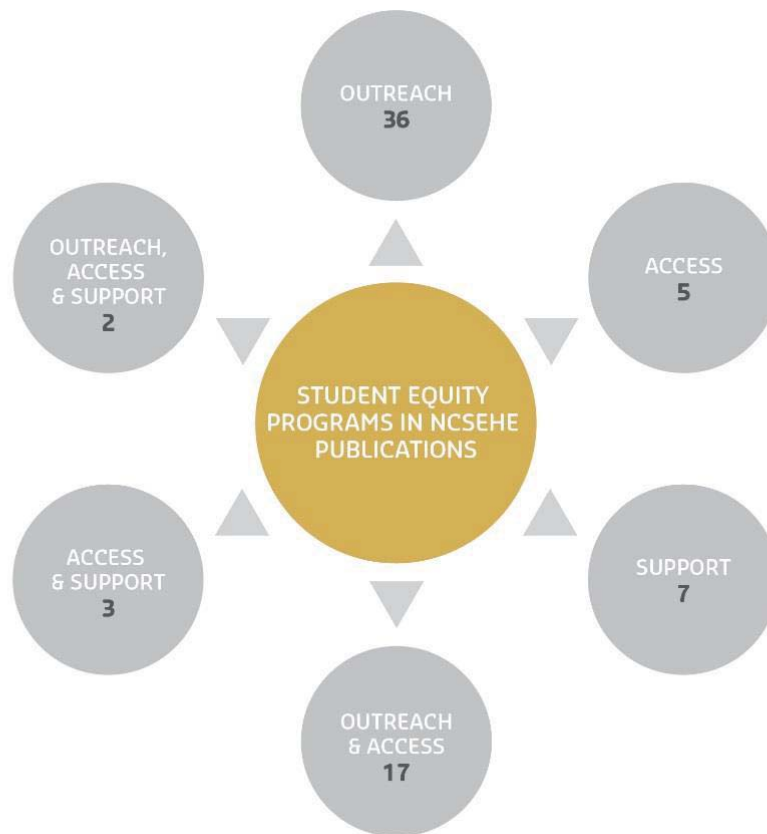


Figure 3-5: NCSEHE Publications Data



The second set of case studies considered was the Review of Evidence of Impact (Bennett et al., 2015). This work provided reporting and evaluation data on student equity programs undertaken in Australian universities and this data was analysed to understand the current practices and methodologies used to evaluate student equity programs. There was a mix of programs in the report and this is shown in Figure 3-6.

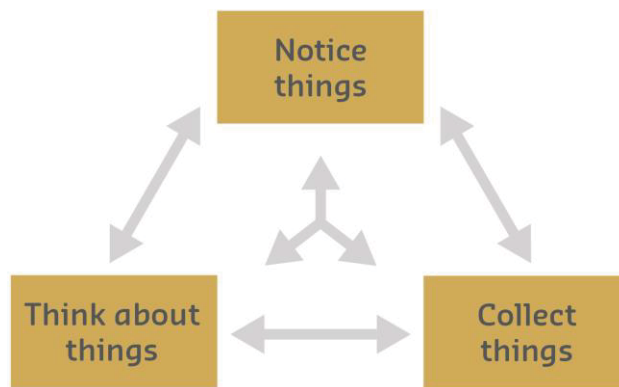


*Figure 3-6 Evidence of Impact Report Data (Bennett et al., 2015).*

### **3.8 Data Analysis**

Qualitative research employs inductive data analysis to provide a better understanding of the interactions and experiences between the researcher and participants (Guba & Lincoln, 1985). Inductive data analysis involves the researcher interpreting the raw data gathered from participants and documents to make sense of what has been learned (Creswell, 2005; Simons, 2009; Thomas, 2006). This approach allows a theory or theories to emerge from the raw data and not be restrained within pre-defined structures (Thomas, 2006). Thomas (2006) notes that this form of data analysis is a common approach when using Grounded theory in

qualitative research. A model developed by Siedel (1998) explained the basic process of qualitative data analysis and has been useful in assisting the researcher conduct the data analysis in this study as shown in Figure 3-7. The analysis of qualitative data can be broken down into three basic steps (Seidel, 1998). These steps were described as: 1) noticing things; 2) collecting things and; 3) thinking about things. Seidel (1998) noted step one includes note taking, recording interviews and gathering documents which were activities undertaken by the researcher. The second step of collecting things involved the researcher breaking up the collected data into chunks through coding and then sorting them into collections of data. The third step of thinking about things involved the researcher examining these data collections and identifying patterns and relationships within the collections. This three step process allowed the researcher to discover theories about the phenomena being investigated.



*Figure 3-7: The data analysis process (Seidel, 1998)*

Creswell (2008) contends that in a qualitative study, it is essential for the researcher to organise the data, transcribe the interviews and record field notes with the option of using a data analysis software tool. Simons (2009) points out that interpretation is the key process of making sense of what has been learned. Simons (2009) explains that researchers will construe their own way of interpreting the data despite the fact they may be using well known qualitative data analysis strategies. Data analysis and interpretation are not considered to be discrete processes as they are interactive and iterative, that is, revisiting the data for connections and understandings throughout the research process (Simons, 2009).

In this research study, the researcher utilised the NVivo10 software program to enable management of the considerable amount of qualitative data for analysis. Audio recordings of all the semi-structured interviews were transcribed verbatim by the researcher into Microsoft word documents. Each interview was saved as an individual document and these varied in length from three pages to 30 pages. These raw data files were cleaned to define the researcher and participant voices and interview questions were highlighted. One copy of each file was printed to allow the researcher to read and become familiar with the content. These documents were then imported into the NVivo10 software program and subsequently analysed for overall themes. Initial data analysis using the NVivo10 software resulted in 40 thematic codes being identified. A second cycle of coding was undertaken which resulted in a refinement of the initial themes from 40 to nine. Final analysis identified the ultimate three themes which framed the presentation of the findings of the data. The researcher did not have any preconceived ideas of the types of themes which would emerge from the data.

Data from the NCSEHE case study publications and Bennett et al. (2015) were imported into a table and manually analysed separately from the interview data. Data was stratified and analysed according to (a) evaluation methods employed and (b) indicators of successful programs. Institutional documents which provided data for this study were analysed by the researcher and coded according to the themes which emerged from the data. Data was then triangulated from all sources to identify any irregularities in the interview data (refer to 3.9 Validity and Reliability; see Figure 3-8).

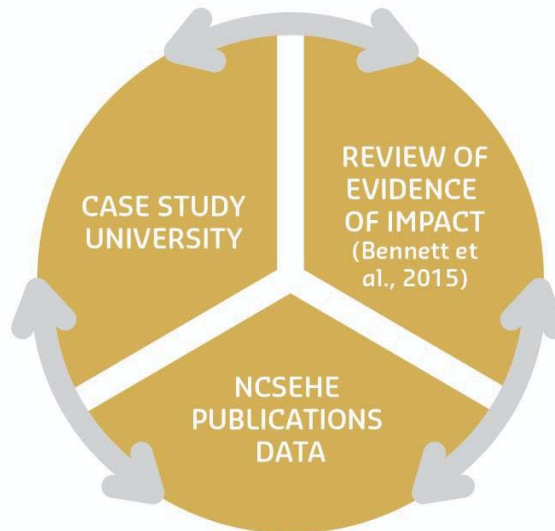


Figure 3-6: Sources used to triangulate data in this study

### 3.9 Validity and Reliability

Validity describes the appropriateness, correctness, meaningfulness and usefulness of inferences which researchers make based on the data collected in their study.

Reliability refers to the extent to which results can be replicated over time (Creswell, 2008; Fraenkel & Wallen, 2006). Throughout the data collection process and analysis, it is essential to ensure that the findings and interpretations are accurate (Creswell, 2008). Through the researcher's use of the following strategies, the validity and reliability of data were not compromised. Validity and reliability were achieved by the following processes.

- 1) *Member Checking*: Participants were asked to check the accuracy of the data through clarification at the time of the semi-structured interviews (Creswell, 2008). In addition participants were asked if the interpretation of the data collected was fair and representative of their views (Creswell, 2008).
- 2) *Triangulation*: All evidence collected through semi-structured interviews, case studies and document analysis were examined to find evidence of commonalities (Creswell, 2008; Hartas, 2010). This ensured that information was accurate and had drawn on multiple sources of information from individuals and processes (Creswell, 2008; Hartas, 2010).

- 3) *External Audit*: The researcher engaged a person who was not involved in this research to examine the data analysis and advise any weaknesses or strengths within the study (Creswell, 2008). This was conducted during Phase Two of the research process. All interview data and case studies data were given to a research assistant within the NCSEHE who conducted a separate analysis using the NVivo10 software and coded and created nodes which were very similar to those identified by the researcher in the original data analysis.

### **3.10 Chapter Summary**

This chapter has described the research approach and design used in this study. It provided information about participants in this study and why they were selected. Information was provided about each phase of the research and the research objectives expected to be achieved within each phase. An outline of the data analysis was provided. Ethical, validity and reliability issues were also addressed in this chapter.

The next chapter will present the findings from the analysis of the data along with supporting comments from study participants and the publications data.

## 4 Findings

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### 4.1 Chapter Overview

This research aimed to identify indicators of success for student equity programs designed to widen participation in higher education for people from non-traditional backgrounds in Australia. As this research aimed to investigate program outcomes which contribute towards the success of these widening participation programs, data for this study was collected through semi-structured interviews with program managers, coordinators and practitioners at the case study University. Data is also presented and analysed from NCSEHE publications of 2013 and 2014. Further work produced by Bennett et al. (2015) was also analysed and is discussed in this chapter. This additional data was used to triangulate data from the semi-structured interviews. The chapter introduces and discusses the emergent themes identified through the data analysis process with supporting statements from the study participants and publications data. The chapter concludes with a summary of the data.

### 4.2 Analysis of Data

The aim of the semi-structured interviews was to identify practices within student equity programs, seeking information about planning, design, delivery and reporting within programs. The questions which guided these interviews are given in Appendix 3. The second round of interviews was completed over a two week period in 2015 with two program coordinators. These interviews were to examine the reporting and evaluation processes for their programs following on from the first round of interviews. The questions used in the second round of semi-structured interviews are given in Appendix 4.

Data were analysed and reported in three overall themes: Program Information, Challenges for Programs, and Indicators of Success.

- *Program Information* is presented and discussed as curriculum support, community engagement, immersion experiences and building academic capacity
- *Program challenges* which were identified include constraints of the funding model, time, reporting complexities and evaluating programs

- *Indicators of Success* were identified as academic improvement, student retention, and increased demand for programs.

Data analysed from the NCSEHE publications (2013 & 2014) and Bennett et al. (2015) supported the themes which emerged from the analysis of the interview data in this study.

Data within these three overarching themes is further refined and discussed in the classifications shown in Table 4-1. Comments supporting the findings are shown within each section along with interview data findings.

Table 4-1: *Themes from data analysis*

<b>Program Information</b>	<b>Program Challenges</b>	<b>Indicators of Success</b>
Curriculum Support	Constraints of Funding Model	Academic Improvement
Community Engagement	Time	Student Retention
Immersion Experiences	Reporting Complexities	Increased Demand for Programs
Building Academic Capacity	Evaluating Programs	

### **4.3 Program Information**

Widening participation programs aim to attract equity students into university undergraduate degree courses and support them throughout their studies. Programs identified in the interview data were conducted in the Perth metropolitan area and regional Western Australia. Although they all seek to meet the same overall objective of the HEPPP, to widen participation in higher education for people of non-traditional backgrounds, programs are varied in their content and purpose for the context in which they are carried out. This variation includes the duration of each program. Interview data identified that nine programs were of single day duration, nine were semester long in duration and two were of one week’s duration. Analysis revealed similarities between programs and they are now discussed as curriculum support, engaging with community, immersion experiences and building academic skills.

### 4.3.1 Curriculum Support

The interview and publications data show that equity school age students who participate in these programs are more likely to have lower levels of academic achievement, especially in the State government schools sector. Curriculum support programs are also conducted for enrolled university students, with a number of services and programs providing tutoring assistance to improve academic outcomes.

The interview and publications data revealed widening participation programs which support and strengthen academic outcomes for equity students are carried out both within targeted low SES schools and universities. These programs aim to strengthen the academic outcomes to assist students complete their school and university education. They are established within the outreach category (school context) and support category (university context). School-based programs are more likely to be curriculum based and designed to complement the school-driven activities undertaken in the classroom. These activities include literacy and numeracy support with program staff guided by classroom teachers.

Literacy support programs occurred in both primary and secondary schools and were designed to meet needs identified by the school teachers/staff. Participant comments below refer to reading activities as a component of outreach programs which support equity students in low SES schools:

*In other partnership schools like with a local primary school that's a reading program based on what the school uses regularly (P4).(program name unknown)*

*At a community college we do the Strategies To Achieve Reading Success (STARS) program which is a reading program that's particularly based on the literacy levels of some students at that school [who need additional literacy support](P4).*

The community college referred to, was formed under a local area planning initiative which saw the amalgamation of a local primary school with the lower secondary year levels of the local senior high school. The college operates within the government school sector of Western Australia. The STARS program teaches



reading and comprehension strategies designed to improve the literacy outcomes of students. The community college uses equity program staff to run the program at primary school level due to the large number of students from diverse and non-English speaking backgrounds. These students need additional assistance in developing their English reading and comprehension strategies so that they can fully participate in their schooling.

Analysis of the publications data showed that 12 universities reported their programs were designed to increase the academic outcomes of school students. Table 4-2 shows the program, university and supporting comments drawn from the NCSEHE and *Review of Evidence of Impact* (Bennett et al., 2015) publications which identified how the widening participation programs supported the school curriculum.

#### *Professional learning for school teachers*

A number of outreach programs were purposefully designed to engage students in the study of the sciences. These programs provided learning experiences for students as well as providing resources and support for classroom teachers. Occasionally, this included professional learning opportunities for teachers to further develop their knowledge of the sciences. Primary schools may sometimes lack specialist science teachers and through the science outreach programs, students have exposure to meaningful science experiences and learning opportunities. One participant commented:

*In some primary schools there just aren't science experts or science specialists... so we take our science specialist to the school (C3).*

*So we work at 20 sites where we go and deliver Science aspiration workshops... two or three per term per school... So we are fairly frequent visitors to the schools (C3).*

Staff delivering programs conducted by the case study University visit schools on multiple occasions, and there are a number of points of contact with school students across primary and secondary years.

Table 4-3 shows the program, university and supporting comments drawn from the NCSEHE and *Review of Evidence of Impact* (Bennett et al., 2015) publications

which identified how the widening participation programs supported professional learning for in-service teachers.

*Table 4-2: Student Equity Programs supporting school curriculum content (NCSEHE publications, 2013 & 2014 and Bennett et al., 2015).*

<b>Program Name and Curriculum Support Description</b>
Uni Bridges (La Trobe University) <ul style="list-style-type: none"> <li>• Improve students' achievement with STEM.</li> <li>• Embeds real world context into VCE curriculum through engaging and innovative learning tasks designed around a topical social theme.</li> </ul>
Row AHEAD (Curtin University) <ul style="list-style-type: none"> <li>• Students attend weekly academic development sessions</li> <li>• Provide academic support opportunities</li> </ul>
Robotics @ QUT (Queensland University of Technology) <ul style="list-style-type: none"> <li>• Improve maths literacy.</li> <li>• Uses robotics activities to encourage STEM literacy, problem solving and collaborative learning in Yrs. 6-12 students.</li> </ul>
UniSA College (University of South Australia) <ul style="list-style-type: none"> <li>• Uses academic expertise to identify current and emerging STEM ideas and develops interactive experiential programs.</li> </ul>
Compass – Your way to Higher Education (University of Sydney) <ul style="list-style-type: none"> <li>• Museum, theatre and science activities on campus and skills development at school.</li> <li>• Provides enriched learning experiences and skills development for students.</li> </ul>
Digital Divas (Monash University, Swinburne University of Technology and Deakin University) <ul style="list-style-type: none"> <li>• Each module was designed around the Australian curriculum (teaching broad knowledge of IT skills) and ran for 4-5 weeks.</li> </ul>
In2Uni Program (University of Wollongong) <ul style="list-style-type: none"> <li>• School curriculum enhancement and support.</li> <li>• Developing academic capacity and/or providing academic support.</li> </ul>
Indigenous Youth Sports Program (Central Queensland University) <ul style="list-style-type: none"> <li>• Sports focussed program.</li> <li>• Additional activities included art, culture (dance and storytelling activities) and education and academic activities (no specific Indigenous content).</li> </ul>
UNSW Aspire (University of New South Wales) <ul style="list-style-type: none"> <li>• Support academic achievement.</li> <li>• Classroom interactions.</li> </ul>
DARE (Dream, Aspire, Reach, Experience) ( University of Southern Queensland) <ul style="list-style-type: none"> <li>• Improve English literacy and numeracy skills of Indigenous students.</li> </ul>
The Creative Writing Excellence Program (University of the Sunshine Coast) <ul style="list-style-type: none"> <li>• Develop creativity skills while enhancing reading comprehension and analytical skills.</li> </ul>
AVID Australia (Victoria University) <ul style="list-style-type: none"> <li>• Assist teaching and leadership staff to better meet needs of underachieving students by using explicit teaching pedagogies to build their handwriting, inquiry, collaboration, organisation and reading skills.</li> </ul>

SEAMS (Monash University, University of Melbourne)
<ul style="list-style-type: none"> <li>Engages students in challenging maths and science experiences.</li> <li>Increase achievements in maths and science fields and increase choice for university study.</li> </ul>

Table 4-3: *Student Equity Programs supporting learning for in-service teachers (NCSEHE publications, 2013 & 2014 and Bennett et al., 2015)*

<b>Program Name and Teacher PD Descriptor</b>
Uni Bridges (La Trobe University) <ul style="list-style-type: none"> <li>Provide STEM teachers with additional PD.</li> </ul>
Telescopes in Schools (Melbourne University) <ul style="list-style-type: none"> <li>Provide ongoing teacher support through regular PD and close collaborative relationships with academic staff.</li> </ul>
Compass – Your way to Higher Education (University of Sydney) <ul style="list-style-type: none"> <li>Support teacher skills and capacity.</li> </ul>
Aspire UWA (University of Western Australia) <ul style="list-style-type: none"> <li>Supporting school staff through professional development.</li> </ul>
Digital Divas (Monash University, Swinburne University of Technology and Deakin University) <ul style="list-style-type: none"> <li>School teachers were trained in the module delivery during the school holidays.</li> </ul>
Compass Film and Animation Workshops (University of Sydney and partners) <ul style="list-style-type: none"> <li>Teachers have also said that their skills have been developed as well.</li> </ul>
Into uni: Learnline in Colleges (Charles Darwin University) <ul style="list-style-type: none"> <li>Allows teachers to have time for PD and program development.</li> </ul>

By including the above information (Table 4-3) in this study, the researcher does not imply that in-service teachers lack teaching skills in any learning areas. Rather it is presented to demonstrate the breadth and depth of some student equity programs.

*Homework help club*

The case study University conducts a homework help club on its main campus. It was initiated following a request from the parents of a nearby African refugee community. With the assistance of a community representative, the club was launched. One practitioner commented:

*It’s called homework help and it’s working with a particular community group we met through contacts years ago that represent some of the Somalian and Kenyan refugee families. So often the parents struggle with English and they couldn’t support their children who are learning English at school with their homework, so they asked us to set up a homework support*

*group. And it's just grown and grown through their word of mouth. The students come on campus two days a week and it's like two classrooms in [building] 303 and it's just packed with [students] of all ages. Some of them are 15 years old and some are 3 years old. The university students [tutors] love it because it's so accessible. No one has to go out to a school [it's all done on the university campus] (P4).*

This program fills a need identified by parents concerned about their children's education. This parent engagement in their children's schooling can be seen as positive and sends the message of valuing education to their children.

Equity students enrolled at the case University also have access to additional tutor sessions which aim to strengthen learning outcomes in their degree courses. Students are identified through the faculties as being 'at risk of failure' or 'disengaging from their studies' and are then referred to support programs. These support programs are conducted either by peers or more senior students studying in the same field. The content is directly related to that of the tutorial, not new content. New learning content continues to be delivered by academic staff and not equity program staff.

Students who regularly attend support programs with curriculum-based content achieve higher educational outcomes, as opposed to students who do not attend these programs enrolled in the same university degree courses.

*So you can see in this unit we have 397 students. 14 of those came regularly...[equivalent to] 3.69% which is really small. But of those students who came, their average grade was 20% higher than those students who didn't (C5).*

Table 4-4 shows the program, university and supporting comments drawn from the NCSEHE and *Review of Evidence of Impact* (Bennett et al., 2015) publications that identified how the widening participation programs supported enrolled university students to strengthen their academic outcomes, helping them complete their degree courses.

Table 4-4: *Student Equity Programs supporting enrolled university students (NCSEHE publications, 2013 & 2014 and Bennett et al., 2015).*

<b>Programs which support university academic success</b>
Mathematics Learning Centre (Central Queensland University) <ul style="list-style-type: none"> <li>• Provides flexible support for students</li> </ul>
Mentoring Circles (James Cook University) <ul style="list-style-type: none"> <li>• Groups skilled experienced mentors with less experienced students</li> <li>• Focusses on strengthening academic, personal and study skills</li> </ul>
PASSwrite ( University of Western Sydney and University of Technology, Sydney) <ul style="list-style-type: none"> <li>• Peer-led academic literacies program in which students work in small groups to practise academic literacies concentrating on their own field of study</li> </ul>
Accelerated Nurses Initiative (Queensland University of Technology) <ul style="list-style-type: none"> <li>• Extra support offered to accelerated students who receive recognition of prior learning and enter at the second year of the degree</li> <li>• Activities include review lectures, community website, O week workshop, extra tutor and extra tutorials</li> </ul>

Due to the inherent links of these programs to either the State government school curriculum or to support university course content, this theme emerging from the data suggests that these programs enhance and build the capacity of participating students to achieve stronger academic results than they would otherwise have obtained without participation.

### **4.3.2 Community Engagement**

Equity programs are not limited to school students. One-off events targeted mature-age people to encourage them to undertake higher education. Activities included involvement at community-based fairs and events. Events have been designed with this in mind and take various forms. Pop up information stalls are established at major regional and rural machinery days and community events. In the regional areas, there are a number of significant fair and machinery days which are multi-day events. It is at these events that information booths are set up to encourage the community to engage with higher education options.

*And also in the regions we have had a presence at perhaps a stall or festival that they running. So we would go out there as the program and promote our Outreach, Pathways and Scholarships and things like that (M2).*

Community forums in the Perth metropolitan area were conducted by the case study University in partnership with the local government councils. The councils selected for these events invited members of the low SES population groups within the area to hear about options to undertake higher education studies. The facilities provided by the local council enabled the meetings to take place in the local area of attendees. This allowed program staff to interact directly with members of the broader target community.

*So it's going out promoting our courses and talking to people about coming to university (C4).*

*It's a specific information forum (C1).*

The community-based programs were not ongoing and usually consisted of short one-off information sessions. They were designed to show that anyone who has the capacity to undertake higher education can do so.

Table 4-5 shows the program, university and descriptors drawn from the NCSEHE and *Review of Evidence of Impact* (Bennett et al., 2015). These comments supported the interview data about the agreed need to engage parents in widening participation activities given their role as a key stakeholder in the decision making process for school students to attend university.

Table 4-5: *Student Equity Programs promoting parent and community engagement (NCSEHE publications, 2013 & 2014 and Bennett et al., 2015).*

<b>Programs seeking to engage parents and communities</b>
<p>Get <i>Into</i> Uni (James Cook University)</p> <ul style="list-style-type: none"> <li>• Flexible program which provides relevant community-driven support and engagement.</li> <li>• Regional based with eight community hubs to stimulate interest in and awareness of higher education.</li> </ul>
<p>DARE – Dream Aspire Reach Experience (University of Southern Queensland)</p> <ul style="list-style-type: none"> <li>• Curriculum-based and focusses on building aspiration through face to face mentoring and engagement with parents, teachers and Indigenous communities.</li> </ul>
<p>Aspire UWA (University of Western Australia)</p> <ul style="list-style-type: none"> <li>• Engaging parents and the wider community.</li> </ul>
<p>Fast Forward Expansion (University of Western Sydney)</p> <ul style="list-style-type: none"> <li>• Increase parent involvement through providing opportunities to learn about the program and gain an understanding about how they can raise aspirations of their children.</li> </ul>
<p>Whole of Community Engagement Initiative (Charles Darwin University)</p> <ul style="list-style-type: none"> <li>• Works with six remote Indigenous communities across the Northern Territory to build aspiration, expectation and capacity to participate in higher education.</li> </ul>
<p>DEAP: Deakin Engagement and Access Program (Deakin University and partners)</p> <ul style="list-style-type: none"> <li>• Works with under-represented schools, parents, carers, families and community organisations to encourage and support young people</li> </ul>
<p>Tropical North Learning Academy (James Cook University and partners)</p> <ul style="list-style-type: none"> <li>• Builds linkages and pathways between partners to provide opportunities for students and their families to consider and pursue higher education.</li> </ul>
<p>Queensland Widening Participation Consortium (Queensland universities partnership)</p> <ul style="list-style-type: none"> <li>• Includes activities which target parents and communities.</li> </ul>
<p>The Stellar Program (Southern Cross University and partners)</p> <ul style="list-style-type: none"> <li>• Whole community approach to encourage interest, aspirations and attainment of local students under-represented at university.</li> </ul>
<p>Aspire to Astronomy (University of Western Australia and partners)</p> <ul style="list-style-type: none"> <li>• Engage regional students, their families and community in discussions about the importance of higher education.</li> </ul>
<p>UNI4YOU (University of Newcastle and partners)</p> <ul style="list-style-type: none"> <li>• Students and families visit campus and take part in mock lectures, workshops and tours.</li> </ul>

### 4.3.3 Immersion Experiences

A number of programs provide opportunities for equity students to experience what it is like to attend university. Activities include mock lectures, spending time with and talking to enrolled university students who share their experiences of university. There was a consensus among study participants that the prospect of going to

university is a daunting one for many first in family students. To alleviate some of this anxiety, a number of programs offered secondary students the opportunity to visit a university campus to introduce them to university life. One participant commented:

*Moving on from that we also offer separate campus visits to the university outside of a workshop, where we can create bespoke learning experiences for students who come onto campus and it's all built around the concept of raising aspirations and breaking down barriers to tertiary education (P5).*

For many secondary students, this is their first visit to a university campus. They meet and talk with enrolled university students to experience a typical university day. One participant commented on an event specifically designed for Aboriginal students to address the under-representation of this group in higher education:

*They did the school girls academy expo. We hosted that here. The school organised it all but the Facilities people were wonderful, so we had the stadium space and the program team organised all of that. That was 120 girls from ten communities and all Aboriginal children (M2).*

A unique campus-based program was a hands-on experience with building and repairing bicycles. The participants were students who had disengaged from mainstream education. This program was conducted in partnership with an external partner who facilitated the workshop and provided the equipment; the university provided the facilities on the campus.

*So they actually come and do their bike restoration on our campus So that's now taking off, that will be another ten week program building bikes and those people will now be coming onto our campus, which is more ideal in some ways because they will see students, they will see the campus and the activity and get used to what it's like (C1).*

Students from regional Western Australia participated in a short stay experience during the university semester break. It was designed to emulate living as a university student in the campus housing facilities and included travelling around the city using the public transport system among various other activities.



*I think they have a regional Primary and maybe Senior school students coming up for two or three day camps, so using the housing facilities that will be empty at that time, so have them over and have a couple of nights here. And for the senior kids, the year12s, it's just to familiarise them with the university campus and how you can live on campus, but also to show them Perth. You know buses, the city, getting around. So that's a really fabulous new initiative, so they doing really great work (C1).*

For regional students it is a significant event for them to move into the city and they have to learn new skills such as budgeting, shopping and cooking for themselves, and work out how to use the public transport system. These programs teach students about adapting to life away from home.

A variety of campus-based programs was identified during the interviews, and all participants held a common view that exposing equity students to these experiences would help demystify the concept of university and help alleviate the anxiety and stressors about undertaking university studies.

The concept of demystifying university for students also emerged during the analysis of the NCSEHE publications (2013 & 2014) and Bennett et al. (2015). Many programs offered school students the opportunity to visit a university campus so that they could experience lectures, attend open days and careers fairs, and just being on the campus. Table 4-6 identifies programs and supporting statements conducted at Australian universities which provided these experiences for equity students. Some visits to the university campus are single day experiences while others provide more substantial experiences such as multi-day visits during which equity students reside in the campus accommodation. These longer visits usually include cooking and budgeting workshops to show students how they can manage while undertaking their university degree courses.

Table 4-6: *Student Equity Programs which provided immersion experiences for potential equity students (NCSEHE publications, 2013 & 2014 and Bennett et al., 2015)*

<b>Programs which immerse students in the university experience</b>
<p>Meet the Professor (Australian Catholic University)</p> <ul style="list-style-type: none"> <li>• Yrs. 5 &amp; 6 students tour university campus.</li> <li>• Experience university life and interactive activities.</li> </ul>
<p>Inspire e-Mentoring (Flinders University)</p> <ul style="list-style-type: none"> <li>• Online program which culminates with campus visit to experience university life and interact with mentors.</li> </ul>
<p>Get <i>Into</i> Uni (James Cook University)</p> <ul style="list-style-type: none"> <li>• Activities held on campus and access to resources.</li> </ul>
<p>UNI-BOUND Program (Southern Cross University)</p> <ul style="list-style-type: none"> <li>• Students stay in residential college on campus and undertake university activities program.</li> </ul>
<p>UC 4 Yourself (University of Canberra)</p> <ul style="list-style-type: none"> <li>• Campus visit to introduce students to university environment, available courses and potential career paths.</li> </ul>
<p>U @ Uni Summer School Program (University of Technology Sydney)</p> <ul style="list-style-type: none"> <li>• Attend 2 week summer school program to help demystify university and support post-school decisions (options are design, engineering business, health, film and science).</li> </ul>
<p>The In2Uni Program (University of Wollongong)</p> <ul style="list-style-type: none"> <li>• On site campus activities.</li> </ul>
<p>Aim High (University of Newcastle)</p> <ul style="list-style-type: none"> <li>• Provides school based projects and university campus visits.</li> </ul>
<p>Indigenous Youth Sports Program (Central Queensland University)</p> <ul style="list-style-type: none"> <li>• Offered on campus for three to five days.</li> </ul>
<p>Uni Camps (University of South Australia)</p> <ul style="list-style-type: none"> <li>• One week on campus residential camp for Aboriginal and Torres Straits Islander students to experience university life and increase knowledge of higher education options.</li> </ul>

These immersive experiences provided opportunities for equity students to mix and mingle with undergraduate students so that it was easier for them to imagine themselves as university students, as stated by study participants and comments from the publications data. Familiarisation with university life was a common theme in both the interview and publications data.

An interactive game was designed by the case study University to introduce people to higher education (not named due to possible identification of participants). Through a series of activities and tasks in the game, students could become familiar with various aspects of university life. This included activities such as enrolling in courses and accessing additional services available to students.

*It's a quest game...like go to the student guild and get your ID... so students can get information and it's really amazing (M1).*

*So the user trials the game that's in the University stream and it's like demystifying university through a game scenario (C1).*

It is evident that providing campus based experiences is a significant part of student equity programs. It would be reasonable to say that these programs attempt to address the unknown factors about undertaking higher education for equity students.

#### **4.3.4 Building Academic Capacity**

This theme of building the capacity of students to undertake university studies emerged from the analysis of the interview and publications data. There are many programs delivered across universities either with equity school or university students which support and strengthen their capacity to undertake university studies. Academic skills are essential for all students and in particular for equity students. As stated previously (4.3.1), some outreach programs are designed with activities that support and strengthen academic outcomes for equity students. These skills include how to prepare for exams and strategies to reduce exam stress. Knowing how to research and write in an academic manner is also a crucial skill for students. Similarly to the curriculum support programs, these academic skills building programs are conducted in schools (for school students) and the university campus (for enabling pathways students).

##### ***School Students***

In addition to curriculum-based activities, equity program content includes specific content such as strategies for revision and exams. One participant commented:

*The Year12 programs (because of limited time) are generally 1 hour to 1½ hours workshop around exam stress and revision techniques (C2).*

Equity programs must fit school schedules and therefore workshops of short duration are designed to address specific concerns for school students. Some programs target students in the last few years of their secondary schooling and over time, build the

capacity of these students to be more organised and prepared to undertake university studies through awareness of different study strategies and skills.

*The Year10 program where we have a little bit more flexibility is 6 x 1 hour workshops followed by a campus visit which takes about roughly 5 hours (P5).*

As highlighted in the comment by P5 above, this program is delivered over a longer period of time.

### ***Enabling Pathways Students***

Students who enter through pathways programs do so for different reasons. These reasons may include those who: (a) did not achieve the minimum entry scores required for bachelor degree courses; (b) did not complete the Western Australian Certificate of Education (WACE) subjects at secondary school; (c) mature-age students (considered to be 20 years or older); (d) did not complete secondary school; (e) completed a vocational course and now want to enter university to pursue a bachelor's degree. A particular enabling course included specific units designed to assist with making the transition to higher education, in academic writing and communications. The course was designed to introduce students to academic writing, which was acknowledged as particularly challenging for students, as stated in the interview data. One participant remarked:

*Academic writing is our hardest group (M1).*

Academic writing and communications are two core units and must be completed by all students undertaking the enabling program. Students can then select two of four elective units which serve as an introduction to the different university faculties and a mathematics unit required for entry to some degree courses. Following successful completion of these units, students are then eligible to enrol in a bachelor degree course.

Academic writing is included in programs which aim to support school students and new university students in achieving academic success at university. Table 4-7 shows the program, university and supporting statements drawn from the

publications data which identified programs designed to build the academic capacity required for students to successfully undertake and complete university studies.

Table 4-7: *Student Equity Programs which build academic capacity to undertake university studies (NCSEHE publications, 2013 & 2014 and Bennett et al., 2015).*

<b>Academic Capacity Building Programs</b>
<p>Foundation Studies (University of South Australia, UniSA College)</p> <ul style="list-style-type: none"> <li>• One year full-time campus program</li> <li>• Aims to build academic literacy skills and confidence</li> <li>• Focusses on general academic skills and includes introductory courses to specific undergraduate degrees.</li> </ul>
<p>Week Zero (University of Newcastle)</p> <ul style="list-style-type: none"> <li>• Focusses on creating support networks, course content and familiarisation of online learning tools such as discussion boards, blogs and video clips.</li> </ul>
<p>Academic Literacy Education Course (Edith Cowan University)</p> <ul style="list-style-type: none"> <li>• Embeds academic literacy through modules focussing on skills such as analysing questions, preparing, planning and structuring essays.</li> </ul>
<p>Academic Recovery Initiative (Griffith University)</p> <ul style="list-style-type: none"> <li>• Assists students develop problem solving skills and strategies around assessment.</li> </ul>
<p>Building Pathways to Academic Success (University of Southern Queensland)</p> <ul style="list-style-type: none"> <li>• One week program introducing students to study skills, techniques and tools for undertaking university study e.g. critical thinking, note taking, academic reading and writing.</li> </ul>
<p>Strategies for Success (Curtin University and Murdoch University)</p> <ul style="list-style-type: none"> <li>• Two day program for commencing refugee students on university culture and learning strategies.</li> </ul>
<p>Uni-Key Peer Mentoring Program (Griffith University)</p> <ul style="list-style-type: none"> <li>• Develops ability to negotiate university bureaucracy (including finding help), sense of belonging, social support and foundation academic skills.</li> </ul>
<p>Into Uni: Learnline in Colleges (Charles Darwin University)</p> <ul style="list-style-type: none"> <li>• Assists school students develop effective study skills.</li> </ul>
<p>Widening Tertiary Participation Program for Pasifika Communities (Griffith University)</p> <ul style="list-style-type: none"> <li>• Builds capacity of current and future students</li> </ul>
<p>LEAP Macquarie Mentoring Program (Macquarie University)</p> <ul style="list-style-type: none"> <li>• Develops study and research skills.</li> <li>• Develops social and cultural capital to navigate tertiary education system.</li> </ul>
<p>University Preparation Program (University of Tasmania)</p> <ul style="list-style-type: none"> <li>• Builds academic skills needed for university success.</li> <li>• Includes academic writing, mathematics, ICT and general study skills.</li> </ul>

## 4.4 Program Challenges

The data revealed that managers and coordinators of student equity programs face challenges when it comes to delivering and funding student equity programs. The major challenges were identified as funding model constraints, time, recruitment of staff, and complexities of current reporting practices.

### 4.4.1 Constraints of Funding Model

A significant portion of participants stated that ongoing funding of equity programs is of high concern for managers and coordinators of student equity programs. Historically, HEPPP funding has been allocated on an annual basis. There is no certainty about whether a program will run the following year or not. The majority (83%;  $n=18$ ) of study participants raised the concern as to whether they would receive continuing funding the following year. Due to this uncertainty, one program within the case study University was pursuing philanthropic options to raise funds.

*We have a person whose role is to look at our programs, given all the information that is around about them and try and build relationships within the community here at the university and also external relationships to see if we can sustain any of our programs (M2).*

*The other idea that came to us was to a professional development program but just for one day for companies to build a bike. That could, in incubation stage at the moment (sic), but it could become an income stream (M2).*

Concerns of ongoing funding also emerged from the NCSEHE and *Review of Evidence of Impact* (Bennett et al., 2015) publications data. The program, university and supporting comments shown in Table 4-8 support the theme from the interview data that funding of equity programs is a concern to practitioners and program staff.

Table 4-8: *Comments indicating concerns for equity program funding (NCSEHE publications, 2013 & 2014 and Bennett et al., 2015).*

<b>Statements raising concerns for student equity programs</b>
ANU Regional Partnerships Program (Australian National University) <ul style="list-style-type: none"> <li>• Sustainability of on campus and outreach activities of concern</li> </ul>
I Belong (RMIT University) <ul style="list-style-type: none"> <li>• HEPPP funding is crucial support for Indigenous and rural participation and deepen opportunity</li> </ul>
Visual Arts Portfolio Workshop (Australian National University and partners) <ul style="list-style-type: none"> <li>• With new HEPP funding model not clear on how program will be implemented</li> </ul>
Old Ways, New Ways (Edith Cowan University and partners) <ul style="list-style-type: none"> <li>• Ongoing funding currently being explored</li> </ul>
H12Adult Learner Network (Griffith University and partners) <ul style="list-style-type: none"> <li>• Partnership has already negotiated continued funding arrangements following end of grant to sustain program</li> </ul>
NISEP: National Indigenous Science Education Program (Macquarie University and partners) <ul style="list-style-type: none"> <li>• Hope to build sustainable growth through development of new partnerships</li> </ul>
SEAMS – Strengthening Engagement and Achievement in Maths and Science (Monash University and partners) <ul style="list-style-type: none"> <li>• Funding options beyond HEPPP are being explored</li> </ul>
Queensland Widening Participation Consortium (Queensland universities partnership) <ul style="list-style-type: none"> <li>• Some universities have committed institutional funds to maintaining elements of the project</li> </ul>
The Stellar Program (Southern Cross University and partners) <ul style="list-style-type: none"> <li>• HEPPP funded activities will continue until funding finishes</li> </ul>
Compass Film and Animation Workshops (University of Sydney and partners) <ul style="list-style-type: none"> <li>• New funding sources are being investigated</li> </ul>
The Aspiration Initiative Family Conference (University of Canberra and partners) <ul style="list-style-type: none"> <li>• Further government funding has been obtained which will enable new activities to be undertaken</li> </ul>
AIME and the University of Wollongong (University of Wollongong and partners) <ul style="list-style-type: none"> <li>• Current funding goes through to 2014</li> </ul>
Indigenous Enabling Mentoring Program (Curtin University) <ul style="list-style-type: none"> <li>• Continuing support for the program has been difficult due to ‘soft funding’ and related staff turnover</li> </ul>

During interviews with study participants, it emerged that the uncertainty of ongoing funding also affected their ability to establish partnerships with outside agencies and groups. Staff approached established not-for-profit agencies which worked with those in the target demographic for the student equity programs. The agreements

took considerable time and multiple meetings in order to arrive at a position which suited all parties.

*I met with the Smith Family about a potential partnership and they recognise that we can setup an MOU based on, “if you do exist next year”. (C2)*

Because of the annual funding cycle, this was a process which had to be repeated frequently. C2 stated that with a longer funding period, they would have a better opportunity to establish meaningful partnerships outside of the University:

*But you know we are having conversations around longitudinal research studies about what we’re doing and there’s always this note about if we do exist. It’s difficult (C2).*

*So as much as the blame doesn’t lie with anybody but as a fundamental model it’s very difficult to use. So it’s a flare up to Federal or state level. At least give us a 2 year funding (C2).*

The majority (72% [ $n=9$ ]) of study participants responsible for outreach programs discussed the difficulty in establishing partnerships with external groups due to uncertainty about the life of their programs.

The data analysis identified a link between the short term cycle of funding and the mobility of staff into and out of equity programs. This was particularly notable in the primary and secondary school based programs. Program staff are comprised of university students, many of whom work to support themselves during their own studies. Funding was usually allocated on an annual basis and staff were recruited each semester, equating to 14 weeks at a time. The uncertainty of being employed on short term contracts contributed to the turnover of staff, according to the coordinator overseeing the programs.

*I think I’m going into the third or fourth year of the program but the 12 month cycle really does cause an issue in terms of staff turnover. Staff will change and move because they are looking for secure employment (C2).*

This further impacts program time and resources as new staff have to be trained for their role within the program. Study participants believed these factors around



establishing partnerships and funding which are out of their control are impacting on their ability to develop and run student equity programs.

#### **4.4.2 Time**

Programs are conducted in many different contexts and with different target groups of people. Time emerged as an issue across a number of programs and for various reasons. Study participants identified program planning, program delivery, evaluation, institutional reporting, and ethics approvals as time-related issues. This theme also emerged in the publications; however, there it was connected to recruitment and training of staff for student equity programs.

##### ***Preparing to access sites***

Outreach programs usually rely on working with external partners. This involves organising appropriate access to school sites for multiple program staff and ensuring the correct clearances are obtained by all staff. Some widening participation programs involve multiple staff members at a time entering a single school site. Ethics approvals are also required by the case study University and the schools system in which programs operate. The process of gaining ethics approvals is time consuming and impacted by the fact that the University Ethics Committee meets on a monthly basis to consider ethics applications.

##### ***Establish relationships with students/schools***

The data revealed that it takes considerable time to establish working relationships with schools and external partners. One program as shown in the publications data stated that they work with a large number of schools.

*We work with 22 schools to develop sustainable school led programs (H18).*

A significant amount of time is required to manage these relationships. Program staff first establish contact with the school, then find a person willing to coordinate the necessary tasks so that the program can be conducted at the school. Added to this is the process of applying for and obtaining ethical permissions to operate within the school system.

*We do a lot of pre-negotiation; we don't just walk in and impose a system on the school. Too often when I go into a school especially with the Indigenous framework is that too many other people have moved in and just done a bit of research and just done something for information gathering and not had a sustained presence in the school. So it's taken me personally a really long time to negotiate a trust network within the Department of Education, The Aboriginal Directorate for instance... and the co-ordinators at the high schools (C2).*

Building and establishing a relationship with partner schools takes time and when staff change, or leave the school, this impacts the continuity of the student equity program, as the following statement demonstrates:

*So every time a staff member leaves you lose their connections with the students. Unfortunately that is quite critical to continuity of service and impact and all that. So although we don't lose contact with the school or the students, the relationship is lost and takes a while to build again (C2).*

As shown with the above comment, building good relationships between program staff and participants takes time and when that connection is broken it takes more time to establish trusted relationships between new program staff and students.

### ***Recruit students/schools/program staff/volunteers***

Program staff are recruited and provided with professional development prior to delivering program content. One program alone recruited 100 staff. Significant time was needed to assess and process each application to ensure that each staff member was the right fit for the tasks required. The interviews conducted can take up a significant amount of time for program managers and coordinators. Advertisements are prepared and posted on social media sites, posters and through the student portals. Successful applicants have to apply and receive approval for Working with Children. Program staff at the case study University must undertake induction training for the program. As demonstrated by the following statements, this is a time consuming task for programs managers and coordinators:

*We run two full days training and it's pretty intensive (C5).*

*This year we have over 100 university students who are working and volunteering for us. They have to be recruited and trained before they can participate in the programs (C2).*

*But for our youth programs it depends program to program.. like for our school based regular reading programs they all have to be screened with a working with children check. They all sign up online and give their basic information (P4).*

*Because we all rock up in January and discover if we all have a job, maybe not quite as bad as that. But we rock up and we have to start from ground zero, recruit all our guys and firm up our partnerships. So embedded in that is this massive time issue (C2).*

Analysis of the publications data also revealed that staff training is undertaken by other universities to ensure that program and students’ needs are addressed. Table 4-9 shows the program, university and supporting comments drawn from the publications data which support the interview data regarding recruitment and training of program staff.

Table 4-9: *Training of equity program staff (NCSEHE publications, 2013 & 2014 and Bennett et al., 2015).*

<b>Training of equity program staff</b>
ECU Mates (Edith Cowan University)
<ul style="list-style-type: none"> <li>• Trained students to become mentors and mates to students</li> </ul>
LEAP Macquarie Mentoring Program (Macquarie University)
<ul style="list-style-type: none"> <li>• Trained mentors</li> </ul>
Open Foundation by Distance (University of Newcastle)
<ul style="list-style-type: none"> <li>• Enabled critical staff development, training and production of innovation materials and resources</li> </ul>
DARE – Dream Aspire Reach Experience (University of Southern Queensland)
<ul style="list-style-type: none"> <li>• Provided cross cultural awareness training and support for mentors</li> </ul>
Fast Forward Expansion (University of Western Sydney)
<ul style="list-style-type: none"> <li>• Recruited and trained 100+ uni students to become mentors</li> </ul>

Staff recruitment and training activities are undertaken prior to the delivery of equity programs; these activities are time consuming and have to be factored into program planning by program managers and coordinators.

### ***Program content***

Content for school programs is usually related to the school curriculum and in the situation where staff undertake the role of education assistants, program content is determined by the classroom teachers. For prison-based participants, although the content of the program is available in the case study University online portal, internet access is restricted within the justice system, and therefore the content has to be accessed through a computer disc.

*So what has been done with that project working with the program is getting that onto a CD which they are allowed to use in prisons. So we have lots of barriers in the prison space but we doing really great work there. So we started initially with xxx and xxx. But now I think the program has gone to xxx, one of the high security prisons. So that's work that we had to redesign. So to go from a quiz that you do online to a quiz that you do using a CD, meant rewriting things (M2).*

This statement identifies the challenges which arose for the case study university in the planning and delivery of a prison-based outreach program.

One of the study participants conducted a short information session with school student participants in an equity program and had to prepare resources based on the needs of the main facilitators and participants within that particular equity program:

*So I will develop a resource or some kind of support for that program so it embeds into their particular activity (P3).*

Support programs also vary according to the needs of the participating students. For example, a campus based academic improvement program works with enrolled students (first year) who require additional support with their coursework. Multiple teaching methods are employed to support students, as identified by one participant:

*And the activities can be pair work, writing a summary, doing a jigsaw, brainstorming, discussing study tips, going through problems and scenarios, writing a peer test, a student writes a test for another student. So all sorts of active learning and generally collaborative... (C5).*

This particular support program has approximately 34 facilitators who between them conduct 50 workshops per week. The above statement acknowledges the need to differentiate teaching methods for students' preparation of all these resources can be time-consuming. Analysis of the publications data revealed that many programs have unique content which is also purposefully designed. Table 4-10 shows the program, university and supporting descriptions drawn from the NCSEHE and *Review of Evidence of Impact* (Bennett et al., 2015).

Table 4-10: *Descriptions of program content (NCSEHE publications, 2013 & 2014 and Bennett et al., 2015).*

<b>Statements for program content design</b>
Digital Divas (Monash, Swinburne and Deakin Universities) <ul style="list-style-type: none"> <li>The team designed a program based on research in the field.</li> </ul>
CS3Indigenous Youth Sports Program (Central Queensland University) <ul style="list-style-type: none"> <li>The program is innovative in the way it draws on aspects of sport to 'reinforce training technique, effort and attitude'.</li> </ul>
Uni Camps (University of South Australia) <ul style="list-style-type: none"> <li>The program was developed through strong collaborations between university staff and community members.</li> </ul>
CS7UNSW Aspire (University of New South Wales) <ul style="list-style-type: none"> <li>An integrated program of workshops for students up to Yr 12 and connects them with positive role models in education, including students who volunteer as ambassadors.</li> </ul>
Indigenous Enabling Mentor Program (Curtin University) <ul style="list-style-type: none"> <li>The program was designed to be delivered in culturally sensitive manner. It delivers individual support and academic development to enabling program students.</li> </ul>
e-Learning Tools (Charles Darwin University) <ul style="list-style-type: none"> <li>The following tools were developed to assist in building academic capacity for students.</li> </ul>
MAPS to Success (University of Western Australia) <ul style="list-style-type: none"> <li>Diagnostic exercises are used and individual learning action plans are devised to support student learning.</li> </ul>
Science for Nursing Enabling Course (University of Newcastle) <ul style="list-style-type: none"> <li>The course was designed for mature aged enabling students.</li> </ul>
Strategies for Success (Curtin University and Murdoch University) <ul style="list-style-type: none"> <li>Nine modules of small group and presentation style activities were delivered covering university culture and learning strategies.</li> </ul>
Accessible e-books for Indigenous Students (Charles Darwin University, Batchelor Institute and Macquarie University) <ul style="list-style-type: none"> <li>Accessible e-books were designed for a small group of Indigenous students with sensory or learning difficulties. Course content and learning resources were uniquely formatted and uploaded to easy to use hand held devices.</li> </ul>
My TED e-book (University of Sunshine Coast)

<ul style="list-style-type: none"> <li>• This project designed in interactive e-book learning resource for Yr 4 students.</li> </ul>
2014 Orientation (University of Sydney) <ul style="list-style-type: none"> <li>• Included specific information sessions for mature age and regional students.</li> </ul>
Academic Literacy Education Course (Edith Cowan University) <ul style="list-style-type: none"> <li>• Ten modules focussed on skills such as analysing questions, essay preparation, planning and structure.</li> </ul>
DVD Project (Curtin University and Murdoch University) <ul style="list-style-type: none"> <li>• A DVD resource raising awareness for staff working with refugee students.</li> </ul>

The statements drawn from the publications data in Table 4-10 confirm that the content for student equity programs is purposefully designed to meet the needs of the target audience for the program. This design process takes time to complete to ensure content is relevant for the context in which it will be delivered.

#### 4.4.3 Reporting Complexities

As HEPPP is funded by public money, universities must submit an annual report to the Australian government outlining how funds have been spent and report on programs funded through the HEPPP. At the case study University, a central administration funding office co-ordinated reporting for HEPPP-funded programs. Program staff prepared reports on their equity programs, which were then submitted to the funding administration office. Following receipt of individual equity program reports, a university wide report was then compiled, written and submitted to the Australian government by the funding administration office. The data revealed that the reporting of these student equity programs was considered complex and problematic by study participants. A small number of study participants stated that they did not complete any formal reporting as this was completed by the manager in their area.

The responsibility for reporting varied across the case study University. One participant stated that they received guidance from one of the project officers when completing their report:

*XX looks after outreach so I work with them. They basically tell me what I have to report on and I write the report. I also do reports for our initiatives based on our corporate funding, so I have lots of reports on my desk (P4).*

Participant P4 was involved with a program which received a small amount of HEPPP funding as well as corporate funding, to run their program. The participant had been in their role for some time, and reporting on the program to the corporate funder was a standard practice.

When participants were asked about reporting requirements, there was a mixed response. Some believed that reporting was quite simplistic and there was no framework for reporting, as the comments below reveal:

*It was easy. It was basically just an overview of what I had done in the past six months. I stated how many people I had seen, how many workshops I did, the number of meetings I had and the number of partnerships I developed (P3).*

*Until recently the reporting requirements were quite open. They weren't very structured. Then I had to complete a template but I hadn't collected all the data they needed and that was a problem for me (P2).*

*I tend to just give them what they ask for but it's quite superficial really (C3).*

*Reporting on enrolments as people enrolling for a workshop. So if a 100 people enrol and 80 turn up that's an 80% success... There's a lot of vagueness and no consistency around (C5).*

Other participants had a different perspective of the reporting requirements. These participants were in different roles within the programs. At the practitioner level, reporting was considered to be basic. However, at the coordinator level, reporting was more about the numbers of students participating in the programs.

Requirements at the case study University included reporting on program outcomes. This new requirement for reporting was introduced in 2013. As one participant stated, this was a significant change for student equity programs. To facilitate outcomes reporting, there was now a new requirement to identify expected program outcomes in the program proposal document.

*Our reporting requirement is that I have to have outcomes as part of the HEPPP application. On there I have outcomes to increase the student*

*experience at this university. There are others like increase retention and improve retention rates for students. So I have outcomes as far as the HEPPP reporting requirements go (C4).*

It is worth noting here that the outcomes identified are very similar to that of the overall HEPPP funding objectives. This is elaborated on in this chapter under the heading 'Broadness of Program Objectives'.

Some practitioners found it challenging to report on their individual programs with just over half admitting they experienced difficulties completing the required reporting.

More than half the participants believed the reporting requirements were not explicit and they were concerned by the lack of clarity on what they had to report.

*I go, "What do you want us to report" and they say "It's your program, do it how you think it should be done". We report and then they tell us it's not sufficient and then we ask them what they want and they again tell us it our program, do it how we want to. So it feels like you're bumping around in the dark a little bit (P2).*

These participants stated they would have preferred to have had additional guidance. As this was a new phase in the life of HEPPP programs (commenced in 2013), staff believed it would have been beneficial to have guidance:

*So I think sitting down one to one with someone like X for example who coordinates all the HEPPP reporting and saying... this is my program and this is my reporting... How would you pull data or how would you report... even if wasn't X but someone who is more of an expert in that area of reporting would be really helpful (P3).*

*Probably at the end of last year was the first time that they actually gave us a template to work with and that brought up lots and lots of issues for me and the way I report (P2).*



*I found it very difficult to then fit the data into a format they wanted and then identified gaps where I needed to do more evaluation and surveying type feedback (P4).*

The statements above demonstrate the complexities perceived by staff in the reporting of HEPPP-funded programs.

The changes to the reporting requirements aimed to improve the information about the various programs and streamline the reporting process. Staff were expected to comply with the new requirements:

*It will be a process that will be introduced and followed and eventually it will become second nature. We need to streamline the process a little bit but it's necessary... it's standardised for all the people doing those projects and that they measure them (E2).*

*This process is trying to streamline it all to make sure funds have outcomes (E2).*

One of the concerns raised by study participants was the type of information that participants were expected to put into their report and how it would be perceived. The interview data revealed that the reports for the University utilise quantitative data and leave little or no room for qualitative data on programs and the theory behind the activities:

*With the report we just highlight sections of KPI met, KPI delayed and a little bit of detail... and they want you to state where are the students you working with and all that is really important but there's no expectation on me to produce anything more nuanced in terms of opportunity to reflect on the practice myself and also put forward my view on what theories I have embedded in the program and what I based my design of the program on (C2).*

A number of these programs interact with up to 60 students over a semester, which is relatively small when compared to all participants across the vast range of widening participation activities and programs conducted by the case study University. Reporting does not always capture and reflect the experiences of participants within

the programs. Concerns were raised by over a third of program staff alluding to the fact that their programs reached a small audience but still provided a valuable service. These concerns included the program not being funded in favour of program/s with larger numbers of participants. One participant raised a concern about reporting and strongly believed it did not allow for input from the practitioners themselves:

*When I report on a program, there isn't a box for me to reflect on the program. There's a box for how many students I have engaged with and the feedback they have given, but the report is distilled down to the data from everybody else except the expert who has designed the program. It's just based on what are you going to achieve and the number of students you get in the program (C2).*

*There was no space to give professional and critical opinions of program impact (C2).*

These statements reflect concerns held by study participants of the quantitative nature of reporting on HEPPP-funded student equity programs. Some equity programs have contact with large numbers of students, for example at university open days, and by contrast some programs may only come into contact with 10 or 20 students in a school classroom. The reporting of numbers only, without more qualitative information, does not reflect the true impact of a program.

As shown in the participants statements in this section, there are multiple mixed messages about the reporting of HEPPP funded programs. It shows that participants roles within the program, affects their perception of the content and data required to complete reports for HEPPP funded programs.

#### **4.4.4 Evaluating programs**

Evaluation of student equity programs was relatively new at the case study University. Evaluation of programs was a concern for study participants who did not believe they had the required skillset. Study participants believed that they needed a significant amount of time to plan, collect and analyse data and compile evaluation reports for their programs. This was of concern to study participants who believed it

would impact the time they could spend on the operational side of the program, which is the main priority of study participants, as stated by C2:

*It's probably not something that should be taken on amongst an operational aspect of the team. It would be good to have some time as a percentage of our work dedicated to do it or a dedicated person (C2).*

Program evaluation cannot be performed quickly and therefore impacts on the planning and delivery of the student equity programs:

*So we will be able to report on that vicariously, we're desperately trying to find innovative ways to evaluate what we're doing but it's a struggle mainly around time commitment. (C2).*

*Just looking at the program and what fits in there and we essentially wrote down what we all knew to be true. What was in the program, the outcomes, the measures and that kind of thing. And then operational things take over and it kind of got left behind. It sits back. (P5).*

The statement above reflects the priority of operationalising the program over evaluating the program. There were various responses by participants relating to the time staff spent on evaluation:

*I spend a lot of time doing evaluation (M1).*

*Not enough... as you can see I don't have 2013 done in any distributable form. So I have the data but I haven't had time to do it. It just didn't happen last year. We can report on it and we can see what we're doing but it's not nice and shiny. So I need to go back and do that (C5).*

*Yes I would like to spend more time. I would like to go back and... how much time would I spend? it's hard... it's probably a couple of weeks work...(C5).*

*Maybe a couple of hours a week... I normally try and do it within a 2 week space (C4).*

Two study participants who worked within the same area stated that they would regularly (on a daily basis) evaluate the programs for which they were responsible.

*Yes a couple of hours every day. I would say I am in terms of percentage, you could say every day we would be looking at our program evaluating, re-evaluating, designing initiatives, designing new concepts (P5).*

Based on the statement above, it would appear that there is some confusion about what evaluation is. The perception by study participants is that they are ‘doing’ evaluation; however, they are gathering data which informs an evaluation. This is evidenced by the statements below:

*I ask for the evaluation form and target it to the program and the students (C4).*

*I suppose I am always evaluating through the semester because that’s how you talk with them. Through the events you want to get that feedback if the event went well, was it worthwhile attending and participating (C4).*

*I do an evaluation form at the end of a workshop I have delivered and now getting staff that I am working with to evaluate (P2).*

*Students were just being over evaluated and we weren’t getting any good data from them because they weren’t invested in the evaluation process (P5).*

*One of the things was that the questionnaires were longer so we cut them down (C2).*

*So you would have feedback questionnaires pre and post set up (C2).*

The interview data shows that staff feel that they are not sufficiently prepared to conduct evaluations at this time. It should be noted that almost half of staff actively engaged in what they see as evaluation work as shown in Figure 4-1.

## Percentage of Study Participants Who Engage in Evaluation

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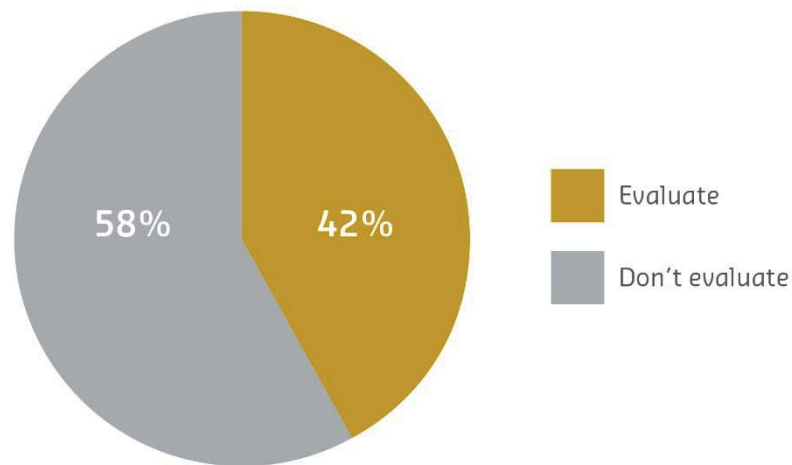


Figure 4-1: Percentage of study participants who engage in evaluation

### ***Skills / Knowledge for Program Evaluation***

The data revealed that although study participants had to evaluate their programs, almost half were not aware of how to conduct a program evaluation. Study participants were asked about how equipped they were to conduct evaluations and two thirds believed they did not have the skillset to perform this task or the confidence to undertake it. The following statements demonstrate participants' perceptions of their evaluation skillset:

*It's not my strength so we were able to employ an external researcher to evaluate our program (C3).*

*I don't have the skillset and just feel like I was bumping around in the dark (P2).*

*I would give myself three out of ten for evaluation skills (P6).*

*I am not confident at all (P5).*

*I have no formal evaluation skills (C2).*

*I just do it and learn as I go. I was never taught but the evaluation workshop has helped me to understand what it looks like and how it can be done (C4).*

The staff managing and coordinating these student equity programs were from professional and research backgrounds, the majority of whom were not confident in their ability to undertake program evaluation. The National Centre for Student Equity in Higher Education (NCSEHE) identified this need during 2013 and organised a one day “Introduction to Monitoring and Evaluation” workshop through an external service provider. This workshop included an introduction to program logic. Due to workloads, only a limited number of study participants attended this workshop. A further workshop was organised by the funding administration area of the case study University for equity practitioners, and again a limited number of study participants were able to attend this workshop. As noted in Chapter Two, program logic is a model which sets out the theory of change of activities and outcomes of activities within a program.

*X introduced the logic model to us all and so when we were looking at the programs at the start of that a fair bit, and looking at outputs and outcomes and so forth. I think it's great we had that opportunity to go through that process, but I am not really sure how much time we have had to review it (C2).*

*But in terms of evaluation then like I just have to learn as I go, I was never taught. I don't really know about evaluation... doing the workshop has helped to really delve into what it looks like and how it can be done (C4).*

*We had to set our evaluation process up at the beginning of the year, February and March... and I am having my first evaluation workshop tomorrow or next week (E2).*

The lack of evaluation experience was evident from participant responses:

*No this will be the first (P2).*

*I don't really know and I don't really feel that I necessarily have the right skill set to do it and I think that really the guidance I guess has been a bit like a bit of a loop (P4).*

Both workshops were of one day duration and the lack of evaluation experience was further complicated when staff mobility was taken into consideration. New staff did

not receive any training or introduction to program logic or monitoring and evaluation. Not all staff were able to attend workshops or received training on conducting an evaluation. In response to the question “Have you personally undertaken any evaluation training or professional learning?” three quarters of participants responded “No”.

A participant stated that despite having a teaching background they needed a different skillset to the one needed to conduct an evaluation of their student equity program:

*I am coming at it from my teacher training and years of experience and head of department... and the kind of reporting and evaluation around that. But in terms of the outreach space the content is very different and so is the professional perspective (C2).*

The following statement from a participant showed that they acknowledge the skillset needed for evaluation and believed they were not equipped to conduct their own evaluation. One of the programs in this study had access to funding to enable an external person to conduct an evaluation of the program:

*Because that's not my strength I actually asked, so we got some HEPPP funds and some faculty funds to have an external researcher to come in and have a look at the program and write something up on how we actually operate. (C3).*

Although this participant had attended a training workshop, they still believed they did not have the knowledge or tools needed to conduct evaluation of their program:

*What I need because I am a process orientated person I need advice around evaluation... [For example] “These are some ways you can [evaluate] and this is the information you need to support your evaluation. These are some of the steps you should be taking in your evaluation”. I don't have [any information to assist with] that (C1).*

Attendance at a one-off workshop was an introduction to the field of evaluation; however, it was obviously not sufficient to provide the skills or knowledge needed

for evaluation for this participant. No follow-up training was conducted with either existing or new staff.

Analysis of the NSCEHE publications (2013 & 2014) and Bennett et al. (2015) identified a number of programs which stated they had either been evaluated, were being evaluated or will be evaluated in the future. For one of those which had been evaluated, however, the report was not publicly available.

*Evaluation report prepared but not public information (U12).*

The publications data did not specify whether program staff, researchers or professional external evaluators had conducted the evaluation of the student equity programs. Bennett et al. (2015) stated that it was clear that more support was needed to support evaluation in higher education:

*Institutions should be encouraged to invest in developing evaluation capacity and specific expertise within equity programs (Bennet et al., 2015, p. 91).*

This statement demonstrates that Bennett et al. (2015) believe there is a case for specific expertise for evaluation of student equity programs in Australian universities.

### ***Program Data Collection Instruments***

All programs reported collecting data for their programs through the use of surveys, focus groups and questionnaires. A combination of electronic and paper based surveys and questionnaires and multiple other methods were used. Only one program identified observation as a data collection method.

*Last semester they did a survey (P6).*

*So we got the pre and post surveys (P3).*

*And as part of the evaluation it would be focus groups, or interviews with the key stakeholder groups (C1).*

*So they design their own feedback methods and they could be from surveys, focus groups (E2).*



The outreach programs included interactions with primary school students and one of the issues raised was data collection from younger participants, because of concerns about their ability to either understand the questions or to provide some meaningful responses about their experiences in the program:

*In terms of evaluating we were looking at developing an instrument for primary, particularly for early primary when their literacy skills are quite poor. Their cognitive skills are developing, so again what questions do you ask of the students to get their feedback and of course, is it smiley face to sad face... how do you gauge that?(P5).*

This was different to eliciting responses from the public at a community event. As people did not want to spend a lot of time filling in forms, a novel idea of using a stone poll was introduced:

*We try and do that at each of these events. For example we might have a stone poll. We have 3 jars and the question is what do you value, what are your highest aspirations and they give us a bit of an understanding and the poll is counted. (C1).*

One of the participants talked about the appropriateness of the questions:

*I can't honestly say that a workshop that I did with 30 high school students, I can't tell from that feedback whether it raised their confidence or whether their skills and attitudes are any different because the questions simply didn't ask it (P3).*

This comment highlights the challenges of designing surveys and feedback forms so that useful data can be gathered. This was in contrast to a statement which showed that study participants who had previous experience or skills developed through specific learning, did not find this to be of any concern. The statement below by a participant who had a background in marketing and community relations demonstrates this:

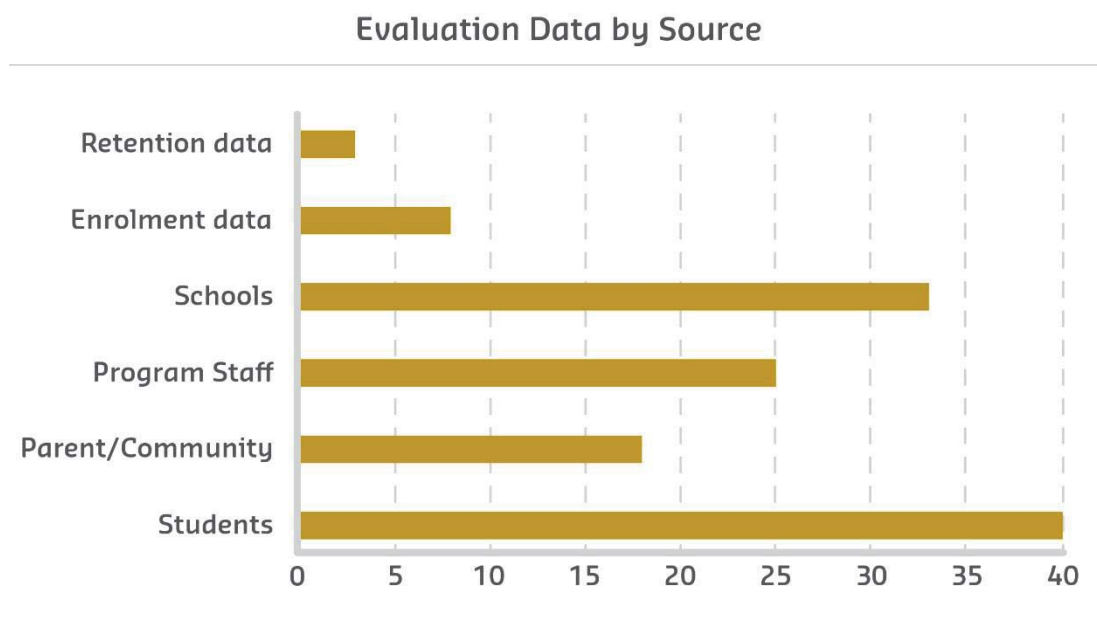
*But I probably do have an advantage because I just completed those units and know how to structure an evaluation survey (P4).*

The clarity of the survey questions plays a role in the value of the feedback which is received from these programs to assist with evaluation. The nature and design of specific questions to obtain program feedback is complex, as stated by participant P4:

*I've worked a lot with Qualtrix systems and very confident in their abilities. I think it is a skill. Writing evaluation surveys is an art. You have to be so careful not to be biased and so careful not to ask leading questions (P4).*

This statement highlights the issue of staff skills and knowledge in relation to particular aspects of evaluating their programs. In this case it was about developing an appropriate survey instrument for program participants to reflect on their program experience.

Analysis of the data identified a number of different sources for feedback on student equity programs.



*Figure 4-2: Sources of feedback for student equity programs (NCSEHE publications, 2013 & 2014 and Bennett et al., 2015).*

As seen in Figure 4-2, the main sources of feedback were students, school staff and principals. The analysis of the NCSEHE publications (2013 & 2014) and Bennett et al. (2015) data revealed that there are multiple instruments and methods used to collect data for student equity programs. These consisted mainly of student feedback

which was gathered through survey instruments or questionnaires, and focus group interviews. Feedback received from partner schools was provided by classroom teachers and school principals, obtained through surveys and group interviews. Parents and community members contributed to feedback about programs through interviews or survey instruments. These methods were the most popular for obtaining program feedback. Equity program staff conducting programs along with partnerships colleagues provided feedback through regular meetings. Finally there were a smaller but important number of programs which reported on enrolment numbers into undergraduate courses and retention numbers for students already enrolled in undergraduate courses. Bennett et al. (2015) found that program impact was determined through various forms of data collection instruments. The most popular of these were surveys (50), feedback from students/staff/teachers/ parents (45), student performance information (33), and university data (22). It should be noted that the majority of programs (73) had more than one method of data collection and used both qualitative and quantitative data to draw conclusions on the impact of student equity programs. To a lesser extent, observations, focus groups and semi-structured interviews were also utilised.

As shown in Figure 4-3 there are multiple data collection methods utilised by study participants at the case study University. The most popular of these are surveys. The next most popular methods are student and teacher feedback, questionnaires and retention rates.

## Data Collection Methods for Student Equity Programs

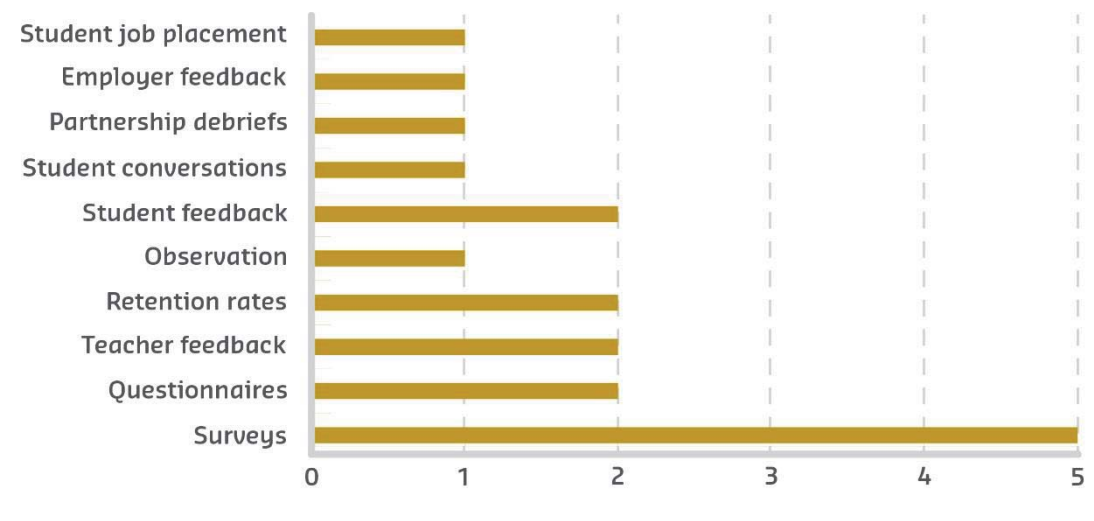


Figure 4-3: Methods of data collection to inform evaluation of student equity programs

This is consistent with the data in the publications analysed for this research study.

### ***Longitudinal data***

One of the points raised by P2 was the long term nature of the work they do with students. As most of the work was around career advice and direction, the only time that the true impact can be measured is at the end of the degree and once the student has commenced work. At time of program delivery, the long term outcomes cannot be measured:

*But to measure whether that intervention or that support... you can't really measure until they are out of university and then reflect back and say that yes at that particular point in time helped me in this, this and this way, so I was then able to sustain my whole degree and find meaningful employment in my chosen area and that intervention in the beginning stages really helped me establish what I was really looking for. So that's very difficult (P2).*

Longitudinal data is of concern to equity practitioners when they need to report on and provide evidence of the impact of their programs. This is particularly the case for outreach programs with primary school students. Study participants discussed the aim of their outreach programs as raising aspiration to undertake university studies. The data will not be available until those students actually enrol. As previously

stated, it is difficult to determine whether or not program outcomes have been achieved at the time a program is delivered. This is consistent with the analysis of the publications data when discussing the impact of programs.

### ***Broadness of Program Objectives / Outcomes***

It would be reasonable to expect that clear links are established between program activities and outcomes during the design and planning phase of student equity programs.

The majority of student equity programs that have been the subject of this study had very similar broad objectives which related directly to building aspiration among secondary and primary school aged children to attend university post their secondary schooling years. This appears to be common to outreach programs regardless of the context in which they operate. The data revealed that over half of outreach programs had objectives which included wording such as “awareness and aspiration raising”. The following statements are examples:

*So it was the first program (University to Community) event where the community actually came to us and we wanted to try and leverage and build in aspiration raising, higher education understanding within that activity rather than just having an information stall, add more value (C1).*

*I guess the program was designed around aspirations, awareness which is what was determined through our conditions of grant of what we previously had (C2).*

*So we got aspiration, awareness and capability raising, and within those 3 concepts is a whole myriad of things (C2).*

*Our primary objectives are obviously aspiration and skills development capability of low SES high school students (C2).*

*They are designed to raise aspirations and awareness to university as opposed to specific capabilities (P1).*

The objectives of these programs appear to have been taken directly from the Australian government policy and includes wording such as “raising aspiration”

which some practitioners find too broad a term, leading them to question what “aspiration” is, and how “aspiration” can be measured:

*What is aspiration and what are the potential ways that we can measure it (P5).*

*How do you capture that in terms of raising aspiration towards higher education?(C2).*

*It’s one of these concepts like aspiration, there’s no quantitative definition and best practice on how to measure that (C2).*

There was very little evidence of relationships between program activities and program outcomes. The following comment supports this:

*There’s definitely room for improvement.. we can definitely define our outcomes better in time (C2).*

Figure 4-4 shows the common student equity program outcomes expected from the activities for programs in this study.

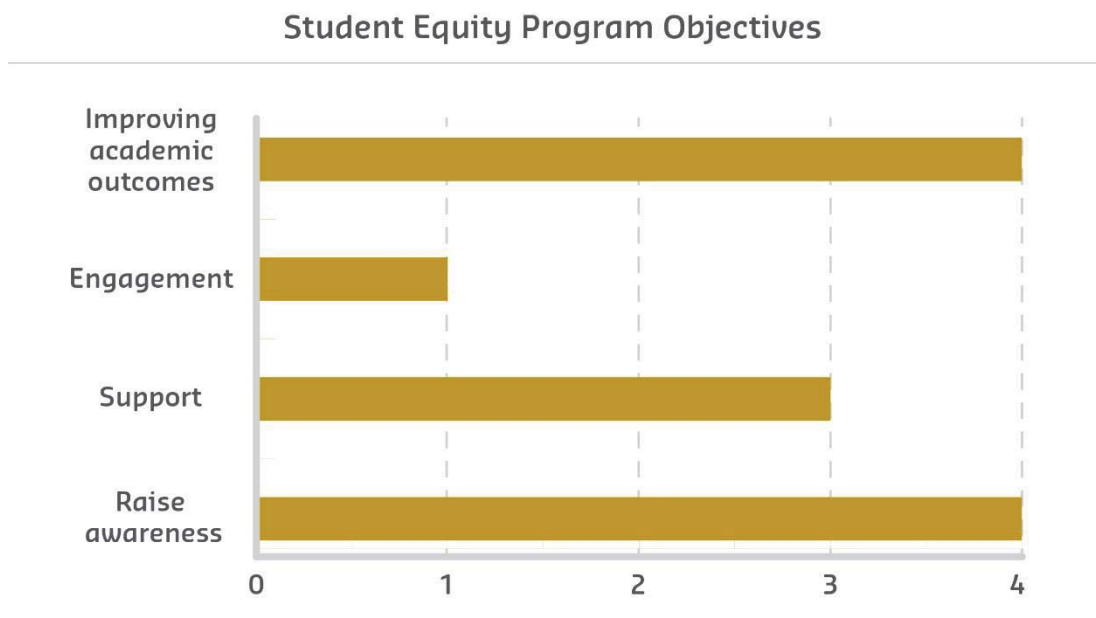


Figure 4-4: Equity program objectives in this study

The data in the publications documents reveal that evaluation is or has been conducted for a number of student equity programs. The limiting factor for building

an evidence base, however, is the approach taken for an evaluation. Bennett et al. (2015) state:

*The evidence base for equity programs remains largely underdeveloped because few programs have well-developed approaches to evaluation (p91).*

The apparent lack of connection between program activities and program outcomes present a challenge for program staff and managers in relation to the evaluation of student equity programs. Early identification of expected program outcomes in the planning and design stage would assist in the evaluation of programs to determine their impact. Outcomes reported in the publications data are shown in Table 4-11.

Table 4-11: *Successful Outcomes of student equity programs (NCSEHE Publications 2013 & 2014).*

<b>Program Outcomes</b>	<b>Number of Programs</b>
Improved Academic Outcomes	23
Academic Study Skills	12
Community/Family Engagement	16
Self-Belief	13
Career Specific	9
Self-Motivation	6
Improved Attendance	10
Student Engagement	20
Teacher PD	6
Increased University Enrolments	18
Student Retention	8

Analysis of the interview data and the publications data reveals the similarities between student equity programs in this study. In both sets of data, the improvement of academic outcomes and engagement feature strongly, indicating that a high number of programs undertake activities which lead to these outcomes.

#### **4.5 Indicators of Success**

Analysis of the interview data identified a number of indicators which could be considered as successful outcomes resulting from the delivery of student equity programs by the case study University. These are presented in this section.

#### **4.5.1 Indicators of Successful Programs and Activities**

The data collected throughout the semi-structured interviews identified 20 different student equity programs and activities conducted at the case study University. Of these programs, 13 were outreach, two were student access and five were student support. Although no specific success indicators were identified by study participants, the types of activities, and the contexts in which they were conducted, pointed towards particular types of impact from their activities. These indicators or signs of successful programs are presented as academic improvement, student retention and increased demand for programs.

An analysis of the case study publications revealed the outcomes which equity practitioners believed contributed towards the success of their programs. Table 4-11 shows the outcomes which were considered successful for student equity programs from the NCSEHE 2013 and 2014 publications. Programs have more than one outcome and depending on where the program is delivered and its content, a number of outcomes may be reported for the same program. For example, for programs run within the school sector, successful outcomes related to improved academic outcomes. As programs align with the school curriculum, schools are therefore able to report on whether or not their students are achieving better academic outcomes and are more engaged with their school work. Where this was the case, it resulted in an increase in undergraduate applications and enrolment from students at the participating secondary schools, as reported by study participants.

Programs run in the outreach category, particularly those conducted in primary and secondary schools, included indicators such as improved academic outcomes, self-confidence and the belief that university was an achievable option. Improved self-confidence and self-belief were the most recurrent outcomes with school-based programs. Study participants identified that by providing information and opportunities to school students, their knowledge of university and their confidence in undertaking university studies increased markedly, with many students commenting in post activity survey instruments that they would now consider university as a post-school option. Study skills and exam strategy workshops also contributed to stronger academic outcomes, with students being better prepared for their school tests and exams. Programs run within the community provided people



with more information about university, and following discussions with program staff, study participants believed that more people considered university as a possible post-school option. This included mature age people who had not previously considered university as an option for themselves.

Increased self-belief and self-confidence to undertake university studies were identified in access or pathways programs. Study participants stated that access programs assisted equity students to become familiar with the campus environment, to be mentored by undergraduate students, and learn academic writing and communication skills. These pathway courses included an introduction to the different faculties and the different undergraduate courses offered.

The main purpose of support programs is to support enrolled university students during their degree. Study participants acknowledged the personal and financial challenges faced by students, and that support services were designed to provide timely counselling or financial assistance so that students could be well positioned to complete their studies, rather than exit from their chosen courses. Student retention is achieved when students are engaged in their studies and believe that they can complete their courses (Ackerman, 2013; Fredericks, 2013). Academic support and study skills which assist students in being better organised, also emerged as strong indicators of successful support programs.

Figure 4-5 (drawn from interview data) illustrates that multiple indicators are applicable to more than one category of program. It should also be noted that a single program can have multiple indicators. In this study, the data strongly indicate that self-confidence, self-belief, study skills and improved academic outcomes are very strong indicators of successful programs. The data also revealed that increases in self-confidence and self-belief, along with study skills and improved academic outcomes, are common to programs within outreach, access and support programs. The gold reflects the number of outreach programs which address successful outcomes of student equity programs. The dark grey reflects number of access programs which address successful outcomes of student equity programs. The light grey reflects the number of programs which address successful outcomes of student equity programs.

### Successful Outcomes of Student Equity Programs

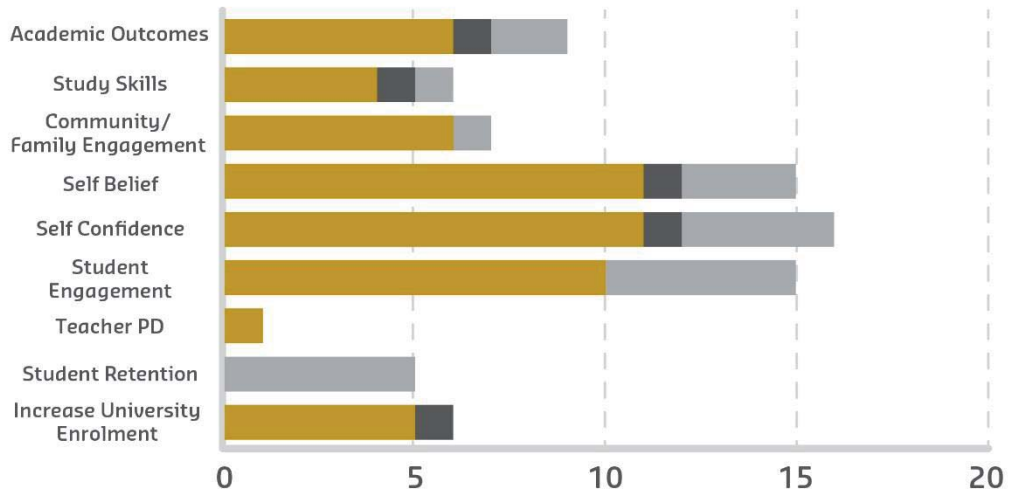


Figure 4-5: Successful outcomes of student equity programs (Interview Data)

### NCSEHE Publications Data (2013-2014)

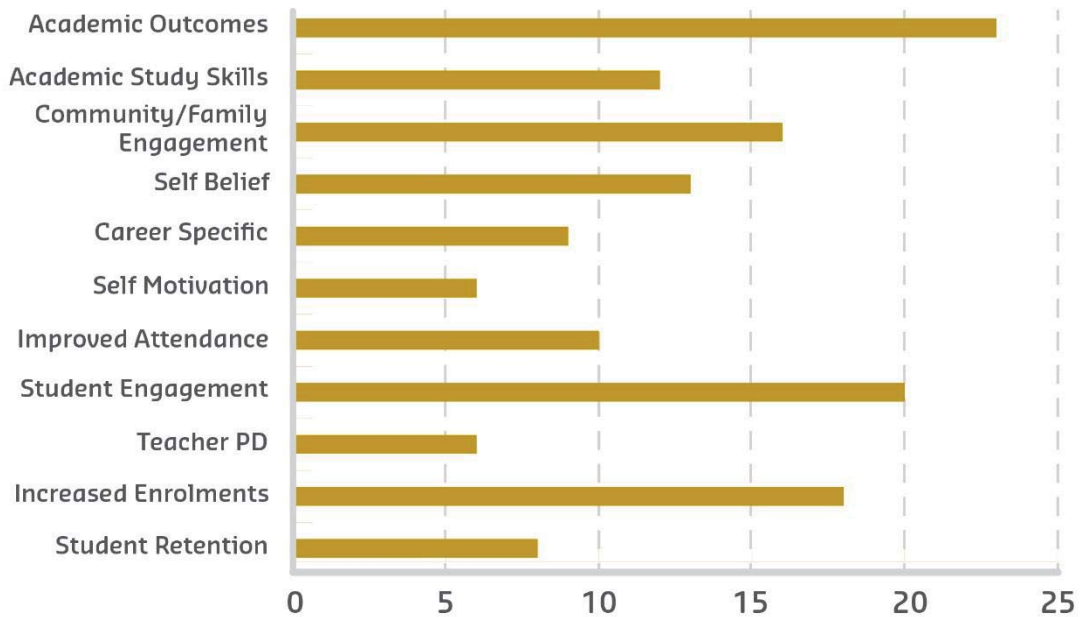


Figure 4-6: Successful outcomes of student equity programs (NCSEHE Publications 2013 & 2014).

Analysis of the NCSEHE publications shows similar outcomes from programs at other universities. Academic outcomes featured strongly as a sign of success closely

followed by student engagement and increased university enrolments. It demonstrates that programs, regardless of whether they are conducted in schools or universities, have similar outcomes or signs of success, shown in Figure 4-6.

The following section highlights comments drawn from both the interview and publications data which the researcher identified as being the strongest successful outcomes of student equity programs. These are academic improvement, student retention and increased demand for the service or program.

#### **4.5.2 Academic improvement**

This study identified that just under a quarter of student equity programs at the case study University conducted activities which they anticipated would lead to improved academic outcomes for their participants. Three quarters of these were conducted within the State government school system. The challenge for program managers and co-ordinators is how do they distinguish the effect that the student mentor had on the secondary student during the time they were present in the classroom.

*It's difficult to get the academic results of the students...what impact are we actually having on the academic grades of the student. Therefore if we ask for those results, are we taking away from the teacher? (P5).*

Study participants raised concerns that classroom teachers and schools may not attribute any improvements in academic outcomes for school students to the outreach programs. They were hesitant to raise this as an issue with schools and teaching staff given they did not want to jeopardise their partnerships with schools.

Improved academic results for secondary students who had participated in an outreach program were reported by one of the study participants. It was explained that the school did not have enough resources, resulting in a group of Year 12 students having one period a week without a teacher:

*On a Friday morning a Year 12 class has independent study and they don't have staff to supervise. So in this program we have our coaches go into that class at that time and offer tutoring to those students (C2).*

In this case, the improvement in academic results was directly attributed by study participants to the outreach program:

*And as direct result of working with our coaches, two of the students have passed their first English assessment for the year and this is after mid-year exams for Year 12's. They have failed everything else (C2).*

One program had contact with school students over a number of years and they were able to develop a long term relationship with students, which was considered beneficial for the students when it came to applying for university courses. Over the course of the program, students were able to increase their knowledge and improve academic performance, leading to stronger academic outcomes:

*But as these students are now moving through the years we form relationships with them and we help them. They are there for consecutive years... even though we are not tracking them, the fact that they are still present and we can assist them with uni applications and things like that will help us with a bit of data (C3).*

Analysis of the publications data revealed that activities of various programs aimed to improve the academic outcomes of students. Program activities linked to the school curriculum were expected to improve student outcomes, in particular for STEM subjects. Table 4-12 shows comments which support this.

Table 4-12: *Comments supporting academic success in student equity programs drawn from the Review of Evidence of Impact publication (Bennett et al., 2015).*

<b>Comments of academic improvement in school or university context</b>
PASSwrite (University of Western Sydney and University of Technology Sydney) <ul style="list-style-type: none"> <li>Data collected in the program shows improved academic results for students who attend the program, compared to students who opt out.</li> </ul>
Residential Services Student Engagement Program (La Trobe University) <ul style="list-style-type: none"> <li>Data collected shows that students participating in the residential services programs are more likely to stay enrolled and complete their degrees as well as improve their grades.</li> </ul>
Mathematics Learning Centre (Central Queensland University) <ul style="list-style-type: none"> <li>Students reported that their performance in mathematics improved:               <ul style="list-style-type: none"> <li>98% reported 'some improvement';</li> <li>48% went further and recorded a 'vast improvement'.</li> </ul> </li> </ul>
Scaffolded Assessment (University of Notre Dame) <ul style="list-style-type: none"> <li>A significant increase in student performance since being introduced.</li> </ul>

Academic Recovery Initiative (Griffith University)
<ul style="list-style-type: none"> <li>• More students who participated in the initiative passed the course overall.</li> </ul>
Building Pathways to Academic Success (University of Southern Queensland)
<ul style="list-style-type: none"> <li>• Increase in performance through strong academic benefits with greater pass rates and higher GPAs.</li> </ul>
Peer Mentoring (RMIT)
<ul style="list-style-type: none"> <li>• Improvements in student academic performance and learning strategies.</li> </ul>

As can be seen in Table 4-12, the theme of improved academic outcomes as a sign of program success is reflected in the data from Bennett et al. (2015). This is evident in programs for school students and enrolled university students. These comments support the findings from the analysis of the interview data.

### 4.5.3 Student Retention

Retaining students in their degree course is considered to be a successful program outcome. An increase in student retention provides a positive financial benefit to the university, according to one of the study participants:

*We got the Office of Strategy and Planning to look at retention data and we're a 10% higher retention each year. And the estimated retained revenue for last year was \$3M by keeping those students on board (C5).*

This outcome has a twofold benefit, both in terms of student ability to finish their degree course and the financial gain for the university by keeping the student enrolled and on track for completion.

Analysis of publications data shows support programs within the university environment had the aim of ensuring students completed their degree courses. Activities such as mentoring, additional academic support (such as reviewing lectures and additional tutoring) contributed towards keeping students enrolled, resulting in higher retention rates.

Table 4-13: *Comments supporting student retention (NCSEHE publications, 2013 & 2014 and Bennett et al., 2015).*

<b>Comments demonstrating student retention</b>
First Year Advisor Network (Murdoch University)
<ul style="list-style-type: none"> <li>• A positive impact on retention and improved student experience was reported.</li> </ul>

Student Connect (University of Melbourne)	<ul style="list-style-type: none"> <li>• Satisfaction and retention in first year has shown some increase.</li> </ul>
Strategies for Success (Curtin University and Murdoch University)	<ul style="list-style-type: none"> <li>• Evaluation has shown a clear increase in retention since initiative was introduced.</li> </ul>
Uni-Key Peer Mentoring Program (Griffith University)	<ul style="list-style-type: none"> <li>• Retention for participants was improved.</li> </ul>
Week Zero (University of Newcastle)	<ul style="list-style-type: none"> <li>• The attrition rate decreased by approximately two thirds after the initiative was introduced.</li> </ul>

Figure 4-13 shows the program, university and supporting comments drawn from the NCSEHE and *Review of Evidence of Impact* (Bennett et al., 2015). These comments confirm the retention of students as a successful outcome of student equity programs.

#### 4.5.4 Increased demand for services from schools

A quarter of student equity programs received requests from schools to participate in the program. Schools wanted mentors and coaches to work with their students as the reputation and awareness of the programs developed. This was mainly through word of mouth from partner schools and teachers talking at various meetings, professional learning workshops and seminars.

*Teachers who don't have an academic mentor from a school are requesting one through their deputy for the following year. So everyone wants them and they can see they are beneficial (C2).*

*XX Primary approached us because they heard about our work with XX Primary and they wanted us to run the program at their school (P4).*

*Now we are at the point where we have to turn schools away because we can't meet their demand (P5).*

These requests for program delivery as stated by study participants are viewed as signs of success for their student equity programs funded through the HEPPP.

This finding was also identified in the publications data, where a number of programs reported that schools had approached them to be included in the program. Comments drawn from the NCSEHE and *Review of Evidence of Impact* (Bennett et al., 2015) supporting this finding from the interview data, are shown in Table 4-14.

Table 4-14: *Increased demand for student equity program (NCSEHE publications, 2013 & 2014 and Bennett et al., 2015).*

<b>Comments demonstrating increased demand for program</b>
ECU Mates (Edith Cowan University) <ul style="list-style-type: none"> <li>• More schools have requested to join the program.</li> </ul>
Work Placement Program (Deakin University) <ul style="list-style-type: none"> <li>• Great demand and expansion to enhance retention and completion rates.</li> </ul>
LEAP Macquarie Mentoring Program (Macquarie University) <ul style="list-style-type: none"> <li>• Responding to requests to expand to new schools and support more students from refugee backgrounds to investigate HE options.</li> </ul>
UniSA College (University of South Australia) <ul style="list-style-type: none"> <li>• Secondary programs will be expanded.</li> </ul>
Fast Forward Expansion (University of Western Sydney) <ul style="list-style-type: none"> <li>• Further expansion planned.</li> </ul>
DEAP – Deakin Engagement and Access Program (Deakin University and partners) <ul style="list-style-type: none"> <li>• Will be expanded to target students in Yrs 3-6.</li> </ul>
Old Ways, New Ways (Edith Cowan University) <ul style="list-style-type: none"> <li>• Additional schools added for the year.</li> </ul>
SEAMS (Monash University and partners) <ul style="list-style-type: none"> <li>• Program will be expanded to involve more schools and maintain a balance of metro and regional schools.</li> </ul>
Small Town Culture (University of Southern Queensland and partners) <ul style="list-style-type: none"> <li>• As success of program has become widely known, the expansion of its content has become apparent.</li> </ul>
Foundation Studies (University of South Australia, UniSA College) <ul style="list-style-type: none"> <li>• Program data show consistent growth in enrolments into the program and into the university in general.</li> </ul>

The fact that numerous schools approached universities to participate in the programs sends a positive message to program managers about the perceived impact of the programs on participating students.

#### **4.5.5 Additional indicators of success**

Analysis of interview and publications data revealed additional indicators of success reported for student equity programs. These were increased school attendance; increased self-belief and self-efficacy to complete school and attend university; increased motivation to study at university; increased parental or carers’ understanding of higher education and increased post-school employment options.

An increase in school attendance was reported by some schools as a result of students participating in outreach programs. Workshops which targeted study skills reported an increased ability by students to manage their time, prepare for tests and manage their stress around taking school and university exams. These types of programs are run in both the school and university sectors.

An unexpected outcome of some programs was that of teachers reporting that they increased their skills and knowledge in areas such as Science and Technology as a result of their contact with these programs.

Feedback from school students included that contact with mentor programs and hearing the experiences of mentors at university increased their confidence and motivation to attend university after secondary school.

Programs which invited parents/care givers and the general community along to information sessions resulted in increased understanding about the process to get into university and expectations of undertaking university studies. Parents better understood the benefits and opportunities that a university degree could provide for their children. This was particularly helpful when the student was the first person in their family to undertake a university degree.

A number of programs offered school students the opportunity to undertake certificate courses in particular areas such as Aged Care and Dental Assistance. This resulted in students obtaining work in these fields, while others used the programs as a pathway into an undergraduate degree course.

Programs in the support category were considered successful if they prevented a student from leaving their course due to circumstances which could be addressed within the university. This included financial stress which can be alleviated by scholarships or bursaries. There are also programs which employ university students which help to alleviate financial stress for students so that they can concentrate on their studies.

These can all be taken as signs of success for student equity programs which have had a positive impact on participants.



## 4.6 Summary of Data Analysis

The interview results for this study were obtained through semi-structured interviews of 18 study participants. The participants interviewed were a mix of program managers, program coordinators and program practitioners.

Study participants with varying roles expressed concern about the funding model for these student equity programs. Without the benefit of time, they would not truly know the outcomes of their programs because students participating in these programs are still a number of years away from decisions about whether to undertake university studies or not. There were participants who had concerns about their own position in the program. For some it was about the services they could provide, and for others it was about the longevity of the program. This was supported by the data in the NCSEHE publications (2013 & 2014) and Bennett et al. (2015) in which comments were made by program managers about the future of student equity programs. As shown in the data, there were concerns about ongoing funding and some programs were making plans to raise funds through other means in the event that funding ceased or was reduced.

Another concern for study participants was providing proof to the university that their programs were valuable and having an impact on the students who participated. Multiple programs reported having outcomes such as raising awareness of and raising aspiration to attend university, rather than outcomes which were more closely linked to program activities.

Participants reported finding the reporting requirements as being confusing and cumbersome, and participants wanted to see a more streamlined process. A number of participants expressed a desire for more guidance in this area.

Concern around evaluation of programs was expressed by the majority of participants. Many believed that they were not equipped to undertake this task. Study participants raised the issue of skills and knowledge of evaluation, the time it takes to review their data and conduct an evaluation, and finally, for a small number, the costs of engaging an external person to undertake an evaluation. In relation to time in particular, participants believed that evaluation would take time away from their

operational activities which was not acceptable to them. There was a strong commitment to their programs and the students they interacted with.

Partnerships which had been established with schools and external organisations elicited mixed reactions from participants. Obtaining data from these partners following the running of a program was at times extremely difficult. Some participants expressed that they would like to see this change in the future but were unsure how to effect this change.

Some participants identified signs which they strongly believed pointed towards successes within their programs. Increased demand from participating schools for their services pointed towards the need for the programs. An increase in the academic outcomes of students within a particular program was identified as success as well.

Figure 4-2 displayed a range of data collection methods used to collect feedback from participants of student equity programs. These consisted mainly of student feedback which was gathered through survey instruments or questionnaires and focus group interviews. Feedback received from partner schools was provided by classroom teachers and school principals. This was also obtained through surveys and group interviews. Parents and community members contributed to feedback about programs through interviews or survey instruments. These formed the majority of methods in which feedback on programs was obtained. University staff running programs along with partnerships colleagues provided feedback to each other through regular face to face meetings. Finally there were a smaller but important number of programs which reported on enrolment numbers into undergraduate courses and retention numbers of students already enrolled in undergraduate courses. As can be seen in Figure 4-2, feedback from students, schools and program staff is most common when obtaining feedback about programs.

## **4.7 Chapter Summary**

The analysis of the data revealed three major themes which were identified and presented as program information, program challenges and indicators of success.

Within program information, further analysis revealed that many programs conducted activities which supported existing school and university curriculums. Programs also engaged with school students or mature age people through activities or community-based events such as fairs and open days. Outreach programs provided experiences for potential students with the aim of demystifying the university experience. This was important, particularly for students who were the first in their family to attend university as they had very little or no prior knowledge of the requirements of university life. Academic capacity-building activities aimed to equip students with the skills needed to succeed at school and university such as study skills, academic writing and time and stress management strategies.

Both sets of data revealed similar challenges resulting from the funding model and time available for planning and delivery of the programs. Complexities of current reporting and evaluating for program also emerged from the data analysis.

Evaluation of student equity programs was not conducted on a broad scale within the university sector. Instead, some programs reported undertaking evaluation, however, the reports were not usually publicly available. It was evident that staff managing these programs were not equipped to conduct rigorous evaluation of their programs, a major obstacle being clearly articulated outcomes relating to the activities of the program rather than the overall objectives of the HEPPP. This was consistent with the work of Bennett et al. (2015) which identified that more rigorous evaluation of student equity programs was needed to establish an evidence base for programs. Again, equity staff requested assistance in the form of either skills training or evaluation frameworks to assist them with more robust evaluation reporting of their HEPPP-funded student equity programs.

Finally, the indicators of success for programs were identified. They were presented as improved academic outcomes, student retention and increased demand for the program.

This chapter provided supporting statements for the findings. It also indicated the typical tools for obtaining feedback from participants of student equity programs. The most popular of these were surveys and feedback from students, staff, teachers and parents.

Chapter Five will discuss these findings in relation to the literature and provide recommendations and implications for future practice.

## 5 Discussion and Conclusion

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### 5.1 Chapter Overview

The researcher began this study with the aim of developing an ‘Indicators of Success’ framework using equity practitioners’ perceptions of success for HEPPP-funded student equity programs delivered by Australian universities. As stated in Chapter One, the purpose of student equity programs is to attract, retain and support students from non-traditional backgrounds into higher education. Findings from this research are reported in Chapter Four. This chapter discusses the findings in relation to the literature and the theoretical framework which underpin this study. The original research question, research objectives and the methodology used for this study are detailed here. In addition, this chapter presents a model of good practice for the evaluation of student equity programs. The limitations of this study and implications for practice and future research are identified.

### 5.2 Research Aims and Objectives

This research was undertaken utilising the perspectives of equity practitioners to identify indicators of success for student equity programs funded through the HEPPP in Australian universities. The researcher sought to answer the primary research question: “*how is success of university student equity programs currently reported and evaluated within Australian universities?*” The following research objectives assisted the researcher to answer the research question:

- 1) Identify a sample of current student equity programs implemented by Australian universities (interviews, reports, publications)
- 2) Identify and evaluate the reporting practices associated with student equity programs (interviews, document analysis, publications)
- 3) Identify indicators of success for student equity programs from equity practitioners’ perspectives (interviews, publications)
- 4) Develop a model for good practice for evaluating and reporting student equity programs
- 5) Develop an Indicators of Success framework for student equity programs.

### 5.3 Research Context

Several reviews conducted into the higher education system have revealed an under-representation of particular groups of people in Australian society at university or engaging in higher education (Behrendt et al., 2012; Bradley et. al., 2008). These groups of people were identified as:

- Low socioeconomic groups
- People with disabilities
- Aboriginal and Torres Strait Islander people
- Rural and isolated areas
- Non-English speaking backgrounds
- Women in non-traditional areas of study and higher degrees.

Since 1998, successive Australian governments have provided funding to Australian universities to design and deliver programs with the aim of raising or informing awareness of higher education as a viable post-secondary school option for school leavers or mature age people who have not previously undertaken university studies. The Bradley Review, released in 2008, contended that higher education was instrumental in improving living standards in Australia and was a major contributor towards a skilled Australian workforce (Bradley et al., 2008). At its introduction, HEPPP aimed to increase participation in higher education to 20% of people from non-traditional backgrounds, which included people from low SES backgrounds, by the year 2020.

The Australian Government expected an evidence base to be established to inform good practice in the student equity space. It was a requirement of the HEPPP that student equity programs were evaluated to determine what works and with whom (Australian Government, 2016). A search of the literature showed that there is very little published literature on evaluation of these programs. Much of the literature centres on the types of programs such as Outreach, Access and Support and the activities undertaken such as mentoring. Equity practitioners have for a number of years requested guidance or an evaluation framework which can be used to assist evaluation of these programs (EPHEA, 2012).

As identified in the literature there are some frameworks designed to assist with the evaluation of HEPPP-funded student equity programs (Gale et.al., 2010; Naylor, 2014; Group of Eight, 2010). Gale et al. (2010) devised the DEMO which listed four strategies and ten characteristics of successful programs for use during the planning and design phase of student equity programs. In 2014, Naylor produced an evaluation guide for equity practitioners to assist with evaluation of their student equity programs; however, the interviews revealed the resource was not widely known or utilised among study participants. The Group of Eight framework for evaluation of equity initiatives produced by the Centre for the Study of Higher Education at the University of Melbourne is more closely related to the overall number of equity student enrolments, retention and graduations at the institutional level, rather than the program level.

In order to understand the perspective of the equity practitioners, the researcher adopted a qualitative case study methodology for this study. This method was selected to provide a rich, thick description of the existing evaluation and reporting practices being undertaken within HEPPP-funded student equity programs. This research study positioned the equity practitioners as central to answering the research problem, which is a perspective not previously found in the literature.

Data collection methods included semi-structured interviews with the case study University, and examination of publications produced about student equity programs at Australian universities. Following multiple requests from the HEPPP administration area at the case study University for copies or templates of project proposals and government reporting requirements, the researcher obtained a copy of the case study University's HEPPP report to the government; however, the information contained in the report is confidential and cannot be discussed in this thesis. An examination of the government HEPPP reporting template identified that the type of information requested included descriptions and objectives of activities, progress toward meeting the stated objectives, how the progress was measured and expenditure costs. Annual progress reports provided to the Australian Government Department of Education and Training provided summarised program overviews as well as overall participation rates of equity students for the university.

As previously stated, interview data was analysed and emergent themes were identified using NVivo10 software. Three overall themes were identified and discussed in Chapter Four as:

- Program Information
  - Curriculum Support
  - Community Engagement
  - Immersion Experiences
  - Building academic capacity
- Program Challenges
  - Constraints of funding model
  - Time
  - Reporting complexities
  - Evaluating programs
- Indicators of Success
  - Academic improvement
  - Student retention
  - Increased demand for programs.

## **5.4 Key Findings**

The following key findings in relation to the overall themes as stated above are discussed under:

- Programs vary in contexts and content
- Funding cycle impacts program continuity
- Challenges of currently reporting true program impact
- Time limitations
- Evaluation challenges for program practitioners
- Indicators of positive program impact.



### **5.4.1 Programs vary in contexts and content**

The data showed multiple student equity programs being conducted by Australian universities. These programs are conducted in schools, within the broader community and on university campuses.

Programs within the school context are usually linked to the school curriculum. These programs are conducted through a partnership arrangement between the school and the university. Equity programs provide volunteer staff who undertake a mentor, coach or buddy role for primary or secondary school students. The schools in which these programs operate are most often situated within the State government school system and are classified as low index SEIFA schools. A number of universities also conduct partnership programs in the Catholic schools sector. This is in keeping with the target group of people of low socio-economic background who usually have a high representation at these schools, and is consistent with the literature for student equity programs (Fleming & Grace, 2014; Scull & Cuthill, 2010). Programs within the school system also provide information to secondary students about post-school education options available to them. In addition the school-based programs provide information and strategies to cope with exams and stress management.

Student equity programs are also conducted in the broader community and seek to engage with school and mature-age people. Similarly to school-based programs, these also provide people with information about pathways programs for undertaking university studies. Other events such as country fair days are also used as opportunities to engage with people about undertaking university studies.

This study also found that universities partner with community-based not-for-profit organisations such as The Smith Family to conduct outreach programs. These programs usually had small numbers of participants and were delivered in local communities close to where the target groups resided (Crawford, 2014, p. 15; Fleming & Grace, 2015, p. 1; Peacock, 2015, p. 20).

A number of programs are conducted on university campuses and these vary from one day taster sessions to multi-day residential camps, which is consistent with the current literature (Fleming & Grace, 2015; Rissman, Carrington & Bland, 2013;

Skene, Pollard & House, 2016). This was also reflected in a review of the literature undertaken by Cupitt and Costello (2014) which found that numerous models of student equity programs were conducted on the campuses of Australian universities.

This research found that the student equity programs identified in the data were aimed at attracting people from the previously identified non-traditional backgrounds into higher education. This was consistent with the overall objective of the HEPPP.

#### **5.4.2 Funding cycle impacts program continuity**

This study found that the funding cycle of the HEPPP was a major concern for programs managers, co-ordinators and practitioners. There were multiple concerns regarding the funding cycle and how it impacted the operationalisation of programs (ACIL Allen Consulting, 2017).

The first was related to the retention of program staff. Due to the annual funding cycle, program staff were at risk of leaving the program if a longer term or permanent role became available elsewhere. Staff wanted certainty in employment and wanted more than a 12 month work contract. Loss of staff resulted in additional recruitment, and associated time and costs. Study participants cited the implications of funding uncertainty such as low productivity, less enthusiastic program staff and managing ongoing expenses for recruiting and training new program staff.

Another issue associated with funding cycles was the impact upon sustainability of student equity programs. Program managers and co-ordinators usually contacted potential partners such as schools and not-for-profit organisations before the end of the calendar year to establish the groundwork for the following year's program. However, this was difficult to establish with potential partners who expressed concern that the program may not have the funding to continue into the following year (ACIL Allen Consulting, 2017; Glen, 2013).

The Australian government did attempt to address the funding cycle in the 2013 Federal budget; however, the higher education reforms on which it depended were highly controversial. Subsequently the reforms were not passed, resulting in the continued short term (annual) funding cycle (Harvey, 2016).

Finally, a number of participants and programs reported pursuing philanthropic options in order to gain the funding to sustain the programs. Some universities had taken steps to embed the programs into their “business as usual” activities. No information was available to establish whether or not these philanthropic options had been successful.

### **5.4.3 Reporting Challenges**

This study found that current reporting presented a number of challenges for program managers and co-ordinators.

The first was related to the quantitative nature of reporting the impact of their program. While many outreach programs were trying to influence students to undertake university studies, it was difficult to determine the number of students who would eventually study at university.

Although there are a multitude of student equity programs in Australian universities, many of these programs have contact with low student numbers and are localised for their target audience. This presents issues for the programs due to the quantitative focus on current reporting to the Australian government. This quantitative focus fails to capture the full impact programs may have on students, due to the time needed for students to finish their compulsory schooling. With outreach programs conducted in secondary and primary schools, it may take between one and nine years to determine if students interacting with the programs actually enrol in university courses. It has been recognised in the literature that it will be a number of years before any evidence of program impact is actually realised within the higher education sector (Beckley, 2014; Harvey, 2016).

Previous research has shown that participants in these student equity programs experience a range of emotions and doubt their ability to integrate and succeed at university (Devlin & McKay, 2017; Devlin & O’Shea, 2011; Raven, 2015; Singh & Tregale, 2015; Thomas, 2000).

Reporting would benefit from incorporating stories and experiences of program participants and the staff undertaking these programs, in order to provide a more holistic picture of what happened and how program participants responded to it. The inclusion of qualitative data can complement and provide balance to the quantitative

data in reporting back to stakeholders and funders including universities (Beckley, 2014; Lobo et al., 2010). Whitty et al. (2015) go further and state that qualitative data help give context and understanding to the complexities of participating in higher education. The lived experiences of the widening participation target groups can be more readily illustrated through the inclusion of qualitative data in program reporting (Scull & Cuthill, 2010; Thomas, 2000; Whitty et al., 2015). Passy, Morris and Waldman (2009) found that data collected through focus groups, web-based surveys, informal discussions between participants and mentors, teacher questionnaires, parent/carer questionnaires and in-depth case studies added depth to quantitative data collected for the interim evaluation of the AimHigher programs.

#### **5.4.4 Time Challenges**

Program coordinators are under increasing pressure to address administrative issues such as approvals and clearances to conduct student equity programs.

The first factor is the time it takes to recruit and train staff in preparation for delivering student equity programs. At the case study University, the majority of staff consist of university students, and most recruitment takes place at the beginning of a semester. This involves preparing advertisements for the roles, information sessions, selecting applicants and interviews. Staff must then attend induction sessions before operations begin. With a number of student equity programs operating in schools and working with young children, appropriate clearances have to be arranged such as the working with children checks and police clearances, which all take time to be approved. This is exacerbated by the turnover of program staff.

The second factor at the case study University is obtaining ethics approval to conduct research alongside program delivery (Thomson, Roberts & Bittles, 2013). As student equity programs can be unique in their offerings, program managers and coordinators are keen to share information about their programs in publications or conferences. This requires ethics approval to be obtained from the University Human Research Ethics Committee (HREC) prior to the commencement of a program. This presents issues due to the Committee meeting once a month for a limited time. It may take from six to eight weeks for new applications to be completed, submitted and obtain ethics approval. Depending on the number of applications being

considered by the Committee, some applications may be carried over to the following month's meeting. A similar timeframe applies when amendments are required due to small changes such as questions in surveys or questionnaires. Two participants found this particularly frustrating when they had to apply for ethics approvals for minor changes on data collection instruments. By the time approvals were gained, programs had already commenced.

Significant time benefits can be realised if minor program changes did not require new and lengthy ethics applications and approvals.

#### **5.4.5 Breadth of Program Objectives**

Program objectives were found to be very broad and the connection between program activities and outcomes was lacking. Programs would benefit from having clear outcomes established at their conception (Alter & Egan, 1997; Taylor-Powell & Henert, 2008). Little or no emphasis appears to be given to actual tangible outcomes for program activities. For example when a program is directly linked to the school or university curriculum, an outcome of that activity might include increased knowledge or increased skills to confirm learnings by participants within that program. What was reinforced through the interview data was that all activities were seeking to raise aspirations of participants to attend higher education, which is consistent with the overall government objective of HEPPP. However, in the case of program content linking to curriculum, then it would be expected that outcomes should reflect improvements in academic outcomes for the participants (Hansen et al., 2013).

Individual programs would benefit from identifying clear program outcomes in the planning phase.

#### **5.4.6 Evaluation challenges for practitioners**

There was overwhelming concern among study participants regarding the evaluation of their programs. There were multiple factors which influenced this finding.

The first factor was knowledge about evaluation. Study participants stated that they evaluated their programs through various means such as surveys, questionnaires, focus groups and interviews with participants of their programs, as shown in Figure

4-3. The collection of data is an essential component of program evaluation, however, on its own does not constitute program evaluation. Although 38% of study participants did receive introductory training to evaluation, it was a one day, once only workshop. This is not enough to expect that staff will acquire the necessary skills to be able to conduct appropriate planning and evaluation of their programs.

The second factor highlights the misunderstanding between program objectives and program outcomes. Clarification is needed about the difference between overall program objectives and expected outcomes (short, medium and long term) and their relationship to the activities conducted within the program (Alter & Egan, 1997; Monroe et al., 2005; Newcomer et al., 2015). Study participants usually referred to “raising or informing aspirations to attend higher education” as being the outcomes of their programs regardless of the activities undertaken within the program. This is certainly the ultimate objective (HEPPP objective) of student equity programs, however, not every single activity or program is designed with this outcome in mind. Some program activities are designed to increase student academic outcomes such as through the primary school reading program or science program, which in turn increase the preparedness of students to consider higher education as an option for themselves in the future.

The third factor contributing to this finding is the lack of program planning documents for student equity programs at the case study University. Program proposals are completed, however, there is no reference to, or use of, program models such as the program logic model. The program logic model is widely used in program evaluation and provides information about why a particular program was developed, the resources it needs to operate, the activities it will deliver, the outcomes expected to be achieved and the approximate timeframes to realise those outcomes from the program activities (Alter & Egan, 1997; Beckley, 2014; Brouselle & Champagne, 2011; Monroe et al., 2005). Participants of this study were aware of the program logic model, however, they had not incorporated it into their program documentation. The researcher contends that this is directly related to a lack of understanding of evaluating programs and the purpose of the program logic model. Study participants viewed the model as a one off document which could not be changed or amended during the life of a program, however, this is not the case (Newcomer et al., 2015). A program logic model can be amended as the program

develops and it becomes clear to equity practitioners that changes are needed in implementation or based on feedback from equity program participants (Alter & Egan, 1997). In short, it can be used to improve and refine or completely change a program depending on the identified needs of the participants (McLaughlin & Jordan, 1999). Harrison and Waller (2017) suggested that with the assistance of evaluation professionals, widening participation practitioners can refine their program logic or theories of change, to better inform their practices. According to Harrison and Waller (2017), practitioners are then able to focus their efforts on addressing the structural educational needs of their program participants.

Although 22% of participants had attended a one off training session on developing a program logic model, there was no follow up consultation or training on this process. As this can be quite a challenging process even for people experienced with using program logic, the lack of uptake of the program logic model by study participants is not surprising. As stated in the literature, the use of program logic models is an important component to evaluation and the development of key evaluation questions to conduct rigorous program evaluation (McLaughlin & Jordan, 1999). The benefit of the program logic model for program managers and coordinators is that it enables clarification of outcomes of activities, and how they relate to the need for, and overall objectives, of student equity programs.

The Future Moves program at Charles Sturt University has embedded an evaluator into its operations and has credited this position with contributing greatly to program knowledge, as well as developing the evidence base for program managers to make informed decisions about the program. Through thoughtful and deliberate evaluation, the Future Moves program has been able to demonstrate the positive impact and outcomes of the program (Downing & Rogan, 2016; Downing, 2017). The embedded evaluator model at Charles Sturt University ensures links are established between program managers, senior university leadership and the broader evaluation profession.

Equity program staff would benefit from ongoing professional learning and guidance in developing logic models for their programs.

### 5.4.7 Difficulties demonstrating program impact

A number of participants raised concerns about the difficulties associated with demonstrating the impact of their student equity programs (Oriel, 2011). Similarly, authors Beckley (2014) and Raven (2015) report that proving causal links of HEPPP programs would require performance measures that are closely related to the program activity, and this is not easily identified in a school community social context impinged by numerous factors impacting on student academic behaviours. This finding is particularly related to the issue of collecting data from stakeholders and partners of student equity programs in the outreach space. The challenge for participants was how to attribute the overall (improved) result of student performance to the presence of the activities, such as mentors or volunteers in school classrooms. For example, a partner school included equity program volunteers in their school timetable to work with a specific group of Year 12 students who would have been without a teacher or school staff member at a particular time during the school day. As stated by this study participant:

*It's difficult to get the academic results of the students...what impact are we actually having on the academic grades of the student. Therefore if we ask for those results, are we taking away from the teacher?(P5).*

Reporting on widening participation in higher education is largely dependent on the availability of student data. The framework of establishing school partnerships in particular can benefit from including the collection of student performance data for the curriculum area in which the intervention occurred.

Understandably this is sensitive area for classroom teachers and schools; however, equity program staff are used as classroom education assistants, and improvements in classroom behaviour, engagement and academic outcomes as a result should be acknowledged in a more formal manner. An interim evaluation report of the AimHigher programmes in the UK by Passy et al. (2009) noted that formal agreements existed between schools and institutions for the provision of widening participation programs. Ongoing funding and partnerships required schools to provide high quality evaluative data (Passy et al., 2009).



Formal agreements such as Memorandums of Understanding (MOUs) can address the obligation for partners' schools to provide such information. This type of arrangement will ensure that more meaningful information is collected, along with the feedback from students themselves about their views on participation in the programs. Commitment from school staff is highly valuable for the flow of information into and out of the school. This can assist with liaising with parents about post-school options for their children and in particular higher education.

## **5.5 Recommendations**

This study has identified issues in reporting impact and success of student equity programs. As the call for evaluation of programs is now becoming more urgent, equity practitioners have realised this and are considering how they can report on programs using a combination of qualitative and quantitative data. As previously identified, there is a time lag between children participating in programs and completing their schooling that prevents practitioners from accurately reporting on the uptake of higher education by program participants. This means there could be a ten year timeframe to realise the outcomes of outreach programs (Heaslip & Waller, 2017).

- 1) Longitudinal data should be collected for participants of student equity programs to determine their post-school directions. This could be achieved through the use of a unique student identifier for all students who participate in equity programs while in primary and secondary school. Post-school options could then be monitored to determine the path which students select. Through the analysis of longitudinal data, strategic insights can be provided as to what works across the student life cycle to promote retention and success of the target population of widening participation programs (Beckley, 2014; Heaslip & Waller, 2017). This is also consistent with the work completed by Liu and McGrath-Champ (2014), which recommended that tracking students over a longer time frame would permit the ongoing academic and possible postgraduate performance of students to be documented. This would contribute towards the knowledge base of widening participation programs for equity students.

- 2) Program logic models should be developed at the conception stage of a program and should be included with the program proposal documentation. Logic models should articulate expected outcomes which can be identified immediately (short term) after the program, as well as outcomes which will be realised sometime (medium term and long term) after participating in the program. Identifying expected program outcomes can then be the standard by which the impact of the student equity program is evaluated. This clarifies what is being evaluated by the program evaluator. Tools such as the program logic model have long been utilised in development and social improvement programs, and the researcher recommends it is integrated into university-based student equity programs (Huber & Harvey, 2016). This is consistent with the work of Downing & Rogan (2016, p. 13) who stated that “*staff within the Future Moves program have been educated and trained to consider program logic as the first planning tool when developing a new initiative into the suite of activities*”. The evaluation of the HEPPP also found that linking HEPPP projects to the program logic model would provide a strong starting point for measuring the impact of HEPPP on overall student outcomes (ACIL Allen Consulting, 2017). This report strengthens the conclusion by the researcher of the importance of this tool and its use at the planning stage of student equity programs. The program logic model clearly defines expected outcomes to assist program managers to address the findings of this research.
- 3) Evaluation should be undertaken by a person who is independent of the day to day operations of the program so that operational issues do not impact on or minimise the importance of the evaluation. This recommendation acknowledges the complexities of widening participation programs in higher education. As identified by Lynch et al. (2015), as practitioners of their program, they are also advocates of the program and its participants. This raises conflict when as practitioners, they are charged with the evaluation of the processes and impacts of their program. This makes for an uncomfortable personal and professional commitment to social justice which gives voice to, and effects changes in marginalised young people (Lynch et al., 2015)

## 5.6 Student Equity Programs ‘Indicators of Success’

Attendance or participation in student equity programs should result in some changes to the participants of the programs. These could include more than one of the indicators of success as shown in Figure 5-1. As identified in the literature, interview and publications data, there are multiple factors which have an impact on equity students undertaking university studies. These factors, identified through the data analysis and supported in the literature, have shaped the development of the ‘Indicators of Success Framework’ for university student equity programs.

Poor **school attendance** rates do impact on the academic outcomes of students (Bridgeland, Dilulio, & Morrison, 2006; Malcolm, Wilson, Davidson & Kirk, 2003; Simonds, Bampton, Finlay & Dempster, 2007). Simons et al. (2007) found that low levels of school attendance had a negative impact on the literacy and numeracy levels of students. According to Bridgeland et al. (2006), low attendance at school impacts on the opportunities that students have to connect with and access educational programs. Therefore through regular school attendance, students are more likely to achieve higher academic outcomes and increase their chances of being offered a place in higher education.

According to Yorke & Thomas (2003), and Vignoles & Murray (2016), early contact in the student life cycle with outreach programs assisted with students attaining higher levels of academic preparedness and higher **academic** outcomes, which in turn resulted in higher retention rates for students in higher education. Gore et al. (2014) also contended that a greater emphasis is needed on supporting the educational achievement of equity students, given the critical aspect of placing them in a stronger position to undertake studies in higher education. As contended by Scull & Cuthill (2010), a lack of academic attainment impedes the ability of students to undertake studies in higher education. The types of activities which contributed to higher academic improvement included essay writing skills; library skills workshops; question analysis skills; academic enrichment activities; time management skills; study management skills and introduction to information technology workshops. This study consequently identified a number of programs closely linked to school curriculum content, at least one outcome should be an improvement in academic outcomes of participating students.

As identified in the literature, parents and care givers are key stakeholders in the decision making process about undertaking studies in higher education (Cupitt & Costello, 2014; Emerson et al., 2012; Scull & Cuthill, 2010). This **engagement** of parents and family is significant for students to enable them to feel supported in their studies. Singh and Tregale (2015) found that campus visits were an effective mechanism in engaging with parents and carers to support the uptake of higher education by equity students. Student-led presentations were also viewed as an effective strategy to engage with parents and carers (Lynch et al., 2015).

As noted earlier, equity students can sometimes be the first in their family to attend university. Equity programs should offer students the opportunity to build the **cultural capital**, unique to universities, through the support of mentors and university clubs (Dawson et al., 2013; Hall, 2015; Liu & McGrath-Champ, 2014; Singh & Tregale, 2015). Equity programs can contribute to the effectiveness of retaining students by implementing peer social activities to enhance feelings of belonging in the culture of higher education (Karimshah et al., 2013). According to Hall (2013) and Liu and McGrath-Champ (2014), students who participated in university clubs and mentoring activities found them to be transformational as they were able to make new friends, develop relationships and support networks during their studies.

**Self-motivation** of students was also reported as a sign of success of equity programs. Singh and Tregale (2015) reported that students had higher levels of motivation due to the better life opportunities as a result of undertaking higher education studies. This may add to the depth of motivation which drives students to believe that they can undertake and succeed in higher education even if they are the first in their family to do so (Karimshah, et al., 2013). Karimshah et al. (2013) suggest that further work needed to be done to investigate the impact on student self-agency from work done in other areas of university practice.

A significant factor in the uptake of higher education is **self-efficacy** (Bookallil & Rolfe, 2016; Cupitt & Costello, 2014; Fleming & Grace, 2015; Hall, 2015; Lefroy et al., 2014; Liu & McGrath-Champ, 2014; Skene et al., 2016; Singh & Tregale, 2015). Students who attended a variety of different activities reported lower levels of anxiety and concerns about undertaking higher education. These types of activities

included pre-degree workshops, tours of campus accommodation, campus visits, residential camps and tours of other university spaces. By visiting and spending time in these spaces, students reported they had more confidence and believed they were better prepared to undertake studies in higher education.

Student equity programs also need to provide students with the ability to seek out **specific career information** and select the most appropriate university course to achieve their career aspirations (Archer et al., 2014; Hall, 2015; Lynch et al., 2015). Equity programs should seek to establish clear links between academic curriculum and careers awareness (Archer et al., 2014). School teachers should be supported to integrate careers links into their teaching, while students should be supported to develop their knowledge and awareness of specific career routes (Archer et al., 2014). According to Hall (2015), students can develop better work-related skills which lead to new employment opportunities. Activities which have a positive impact for students include mock job interviews, workplace visits and career workshops.

Student equity programs which address the above indicators (and shown in Figure 5-1, Indicators of Success for University Equity Programs) will realise higher levels of positive and long term impact for the students who participate in those programs.

# Indicators of Success for University Student Equity Programs

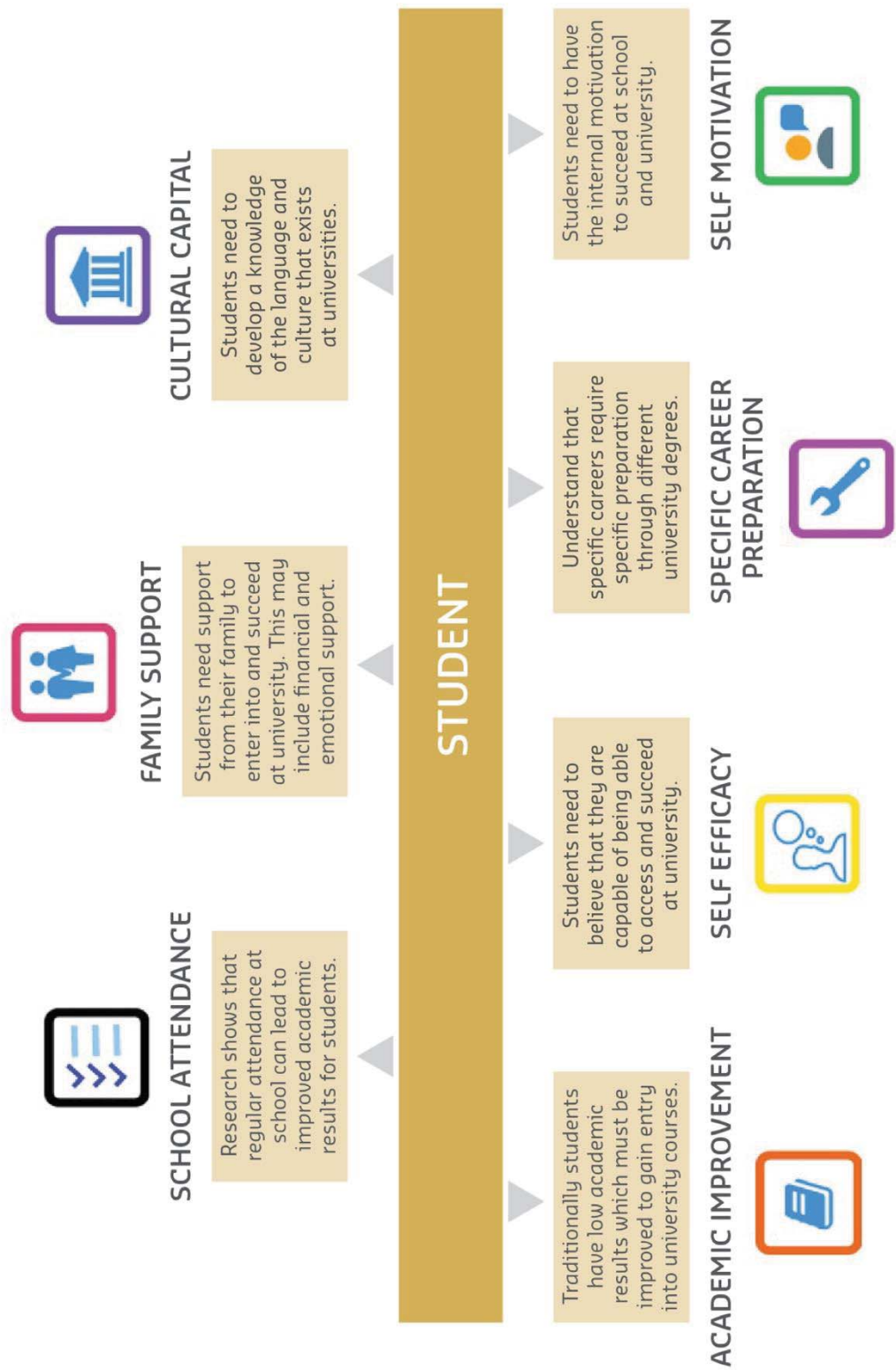


Figure 5-1: Indicators of Success for University Student Equity Programs

## 5.7 Model of Good Practice

This study sought the perspectives of equity practitioners of student equity programs in Australian universities. It found that although there is a sense of urgency to undertake rigorous evaluation of student equity programs, equity practitioners are ill-prepared to undertake this task. The proposed model of good practice shown in Figure 5-2 will assist equity practitioners with preparing and evaluating student equity programs within the university context.

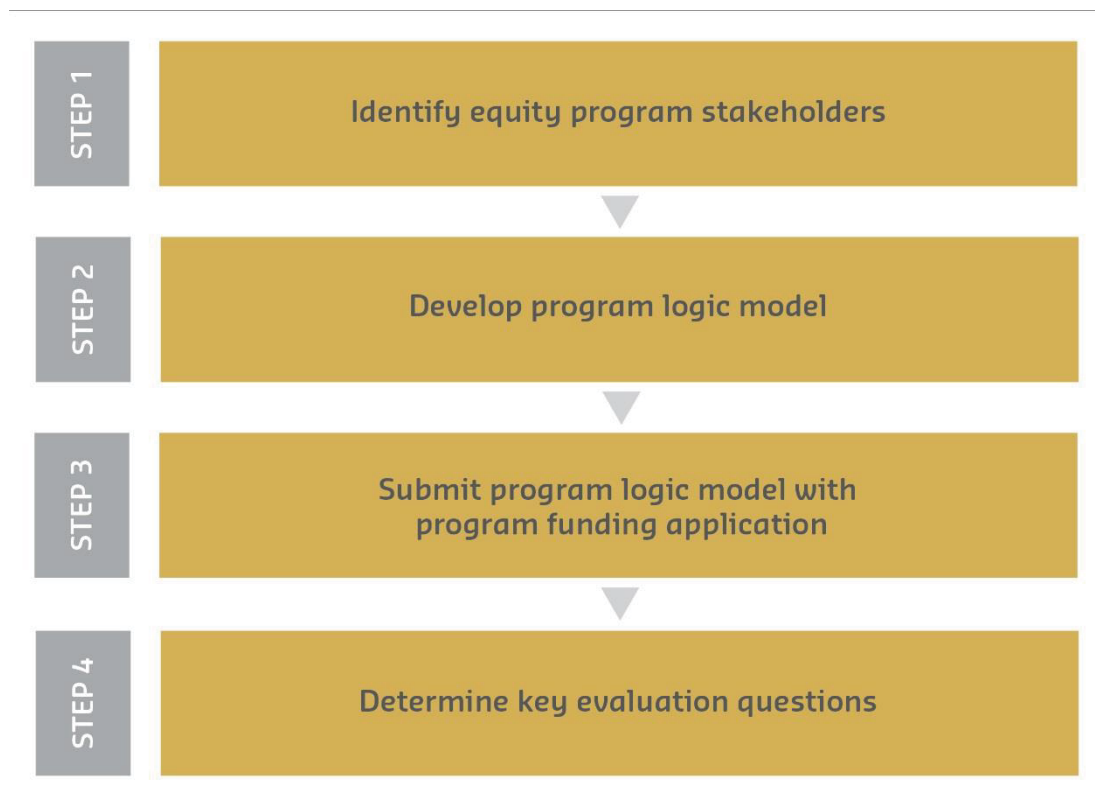


Figure 5-2: Model of good practice for planning and evaluating HEPPP funded student equity programs.

The four step model will guide equity practitioners and assist with the evaluation of their student equity programs. The steps are elaborated in the following section:

- *Step one:* Identify and include stakeholders in the initial consultation process to strengthen the connection between the needs of the target community and the purpose of the program.
- *Step two:* Develop a program logic for the program while considering:
  - main objectives which the program seeks to achieve

- appropriate resources required to deliver the program
- outputs of the program
- short, medium and long term outcomes as a result of the program activities
- external factors which may impact on delivery of the program.

This process can be challenging, however, it draws all stakeholders together and ensures a common understanding about the need for and purpose of the program.

- *Step three:* The program logic model should be included with the program proposal and funding application for the student equity program. This will inform the HEPPP-funding administrative office (at the case study university) of the need, objectives and expected outcomes of the program. This process may also identify similar programs and consideration may be given to consolidating these programs which may realise stronger outcomes together than they could individually.
- *Step Four:* Identify key evaluation questions. Identifying questions at the early stages of the program ensures they are more likely to be answered through appropriate data collection.

Through considering the above steps, equity practitioners will be better prepared for evaluation of their student equity program.

## **5.8 Limitations of Study**

This study sought to identify indicators of success for university-run student equity programs through investigating a case study university and conducting a meta-analysis of a sample of student equity programs across Australian universities. The data collection occurred at a time when the case study University was undertaking a restructuring process and staff expressed concern about the stability of their positions within the university. The timing of this study was unfortunate and had an impact on the second round of interviews, where some participants were not available to participate, therefore limiting the perspective gained.



Scholarship programs were not included in this research study and therefore their impact on student success has not been investigated.

## **5.9 Future Research**

Further research could investigate the suitability of the “Indicators of Success” identified in this study in relation to student equity programs in a range of settings. The uptake and use of the program logic model for HEPPP funded student equity programs should be investigated to ensure a connection between program objectives and expected program outcomes. Finally, future research could investigate the establishment and usefulness of a unique student identifier for school students to assist with longitudinal data collection. This will help to establish a longitudinal database of students to track post-school options for students who participate in equity programs while in primary or secondary school.

## **5.10 Conclusion**

This study aimed to identify indicators of success for university student equity programs designed to widen participation of people from low socio-economic and Indigenous backgrounds (non-traditional backgrounds) in higher education. This study identified an ‘Indicators of Success’ framework as shown in Figure 5-1 for university student equity programs funded through the HEPPP. It is evident that multiple factors impact the uptake of higher education by equity students, and therefore programs seeking to widen participation must address these at different points along the student’s journey. The study revealed multiple factors which affected the planning and implementation of student equity programs. The findings of this study concluded that:

- university student equity programs vary in content and contexts;
- the short term funding cycle impacts program development and continuity;
- quantitative focus of reporting does not provide a true indication of the success of programs;
- time to recruit and train staff and obtain ethics approvals hinders efficiencies;
- broadness of program objectives present evaluation challenges for practitioners; and
- there are challenges in demonstrating program impact.

This study utilised the perspective of equity program managers, coordinators and practitioners concerning the success of programs, since no previous studies detailing this aspect were found in the literature. This research provides a new perspective to the current literature and from the staff who work in an environment of short term funding, while identifying the challenges they face in planning, delivering and reporting on university student equity programs. Study participants are passionate about their work, however, this alone cannot sustain HEPPP-funded student equity programs. Evidence-based practice is a must for validating and justifying continued funding of higher education student equity programs. To strengthen the likelihood of sustainability, robust evidence is essential for these programs. Evaluation is a mechanism to address this problem.

Evaluation must become part of “business as usual”, as pressure mounts for greater accountability for the use of public money for these programs. Evaluation supports program improvement and sustainability which, in turn, are more likely to be achieved, as evaluation provides an evidence base for program performance and impact.

As a key part of the program evaluation process, the inclusion of program logic models in program practice can assist managers, coordinators and practitioners to clarify the need for their program while considering the resources, activities, outputs and outcomes of their programs. This assists program evaluation and provides a vehicle for refining and improving student equity programs into the future. The program logic model is important for evaluation because of its capacity to communicate the original intent of the program and the expected outcomes based on the program activities.

### *Moving Forward*

The recent evaluation of the HEPPP by ACIL Allen Consulting acknowledged the need for a HEPPP-specific evaluation framework. This framework would be expected to guide universities to conduct evaluations of their programs so that opportunities for program improvement can be identified. The framework would also serve to guide universities to determine the impact of programs on their participants.

As part of the 2017 National Priorities Pool projects, the Australian government through the Department of Education and Training has commissioned a project to develop a HEPPP evaluation framework for implementation in 2018. This is expected to assist with establishing the long called for evidence base for demonstrating the impact of HEPPP-funded programs.

The researcher anticipates that consideration of the ‘Indicators of Success’ framework as shown in Figure 5-1, will provide guidance when considering the planning and design of student equity programs for the various contexts in which the programs are operationalised. Activities of student equity programs could link to at least one of the ‘Indicators of Success’ framework to minimise the impact of barriers which hinder the uptake of higher education. The model of good practice as shown in Figure 5-2 will guide staff concerned with the management of higher education student equity programs, to plan for and evaluate their programs.

While completing this study, the researcher was privileged to have met some wonderful and passionate equity practitioners at numerous universities around Australia and overseas. Their enthusiasm for their work is immense. From the outset of this study, the researcher expressed a desire to produce a practical outcome which could easily be adapted by equity staff into their everyday operations with these programs. By considering the ‘Indicators of Success’ and the model of good practice which are focused at the micro level of equity programs, impact and change will be more easily identified and as the evidence base increases, so will the widespread impact of the multitude of student equity programs become known in the broader landscape of addressing equity in higher education.

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## **7 Appendices**

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### **7.1 Appendix 1: Participant Information Sheet**

## INFORMATION SHEET FOR PARTICIPANTS

I invite you to participate in an education research project, which I am conducting toward my Doctor of Philosophy degree at Curtin University. I will be working under the direct supervision of Professor Sue Trinidad and co-supervised by Associate Professor Tania Broadley.

I aim to develop signs of success for student equity initiatives which seek to raise the aspirations of people from low socio-economic and other disadvantaged backgrounds. The findings from this study will inform equity practitioners and decision makers on this issue in the Higher education context.

This study will commence at the beginning of semester one, 2014 at [REDACTED]. I am asking participants to participate in individual interviews which will last approximately one hour. These interviews will provide a clearer understanding of practitioners, co-ordinators and project officers' perceptions about equity initiatives. These interviews will take place in the work areas and or offices of participants. Your written consent is required to participate in this study. The signed consent forms will be collected by the researcher at the commencement of your interview.

Interviews will be audio recorded and you can be assured that whatever is written, said or transcribed from the interview will remain strictly confidential. All participants will be identified by a codename such as P1, P2 etc. After the completion of the data analysis, any identifying names will be destroyed. Total anonymity of participants is assured at all times. The only people who will have access to the collected data will be my supervisors and I.

You are free to withdraw at any time. If you wish to do so, any information gathered within that time will be immediately destroyed. At the end of the research project you are invited to contact me if you would like to share the findings.

This project has received ethics approval from the Curtin University Human Research Ethics Committee, EDU-[REDACTED]. Participants wishing to make a complaint or query on ethical grounds should contact the Human Research Ethics Committee (Secretary) via phone: 92662784, email: [hrec@curtin.edu.au](mailto:hrec@curtin.edu.au) or in writing C/- Office of Research and Development, Curtin University, GPO Box U1987, Perth, WA, 6845.

If you have any questions about the research, please contact me on [REDACTED] or email at [jenny.devries@curtin.edu.au](mailto:jenny.devries@curtin.edu.au). Alternatively my supervisor's contact details are [S.Trinidad@curtin.edu.au](mailto:S.Trinidad@curtin.edu.au) or 92661573.

Yours sincerely

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## **7.2 Appendix 2: Participant Consent Form**



## PARTICIPANT CONSENT FORM

- I have read and understood the information letter about the project, or have had it explained to me in a language that I understand.
  
- I have been provided with the opportunity to clarify any questions I have.
  
- I understand that participation in the project is entirely voluntary.
  
- I am willing to become involved in the project as described.
  
- I understand that I am free to withdraw that participation at any time without affecting my relationship with the researcher and Curtin University.
  
- Data can be withdrawn from the study at any time during the project.
  
- I give permission for my contribution to this research to be published in the Doctoral thesis of the researcher for the degree of Doctor of Philosophy to be completed at Curtin University in July 2016, provided that I am not identified in any way.
  
- I understand that I can request a summary of the findings once the research has been completed.

Name of Participant: \_\_\_\_\_  
(printed)

Signature: \_\_\_\_\_

Date: / /

### **7.3 Appendix 3: Round One Interview Questions**

## INTERVIEW QUESTIONS FOR PARTICIPANTS

The following interview questions are intended to open dialogue between the researcher and participants. Further questions may be generated from participant's responses.

- Tell me about the equity program you are involved with?
- Tell me about your role within the program?
- How many staff are involved with preparing and delivering the program?
- How is the program delivered?
- Who are the main users of the program and how are they identified?
- Why did you decide on this particular target group?
- What are the main activities within the program?
- What are the strengths and weaknesses of the program?
- What are the planned outcomes of the program?
- How do you know if the outcomes are being met?
- What are the requirements of reporting for HEPPP initiatives?
- What do you think of those requirements?
- With initiatives being embedded in 2014, how are the reporting requirements different/similar?
- How much time do you spend evaluating your initiative?
- How confident are you in evaluating your initiative? (skills, time, PD etc)

## **7.4 Appendix 4: Round Two Interview Questions**

## FOLLOW-UP INTERVIEW QUESTIONS

Can you tell me how you evaluate your program?

What are the elements you report on in the evaluation?

What are the steps taken in the planning phase of your program?

Are these documented in any way?

How do you identify the stakeholders for your program?

What level of involvement do stakeholders have in program design / content?

Are you familiar with Program logic?

Do you use Program Logic?

Do you have a copy of an evaluation report for your program?

Do you have a copy of [REDACTED] report for your program?

## **7.5 Appendix 5: University Equity Programs**

Data from NCSEHE Publication – Access and participation in Higher Education:

Outreach/Access/Support (2013)

University	Program Name	Description	Objectives	Additional Info	Future	Instrument	IS
Australian Catholic University	Meet The Professor	Y15 & 6 students tour their local ACU campus to meet staff and students and participate in activities related to university life	<ul style="list-style-type: none"> <li>Students to experience being on uni campus</li> <li>Participate in educative and interactive activities</li> </ul>	<ul style="list-style-type: none"> <li>Demystify university for target groups</li> <li>Reflected on importance of education</li> <li>Sowing seed of university as positive and achievable future option</li> </ul>	<ul style="list-style-type: none"> <li>all reviews with internal and external partners</li> </ul>	Before and after Surveys	Outreach
Australian National University	ANU Regional Partnerships Program	<p>Consists of a number of school based programs and ANU campus and residential programs that provide educational enrichment to school students from primary to yr12.</p> <p>Community based partnerships</p> <p>Admission package to support entry to ANU</p> <p>Transition grants to assist with moving to Canberra</p>	<ul style="list-style-type: none"> <li>Raises awareness about university study</li> <li>Enhances educational outcomes for students from partnership schools</li> <li>Encourages consideration of university as post school option</li> </ul>	<ul style="list-style-type: none"> <li>is supported by fully interactive website with teacher curriculum support and an online game for children. Resources have been mapped against the Australian Curriculum.</li> <li>Offers downloadable lesson plans for use in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>package embedded into admissions policy at ANU</li> <li>1 grants covered by ANU endowment</li> <li>ability of on campus and outreach activities of concern</li> </ul>	<ul style="list-style-type: none"> <li>1 resources available for schools and networks</li> <li>Syndication locally, nationally and internationally.</li> <li>37 universities integrate into widening participation strategies</li> </ul>	Outreach Access
Australian Catholic University Macquarie University University of Sydney University of Technology, Sydney University of Western Sydney	Enquiring Minds (Bridges to Higher Education)	<p>11 part TV series for 7 to 12yr olds to think About where their passions can take them in the future. Developed by Television Sydney and launched March 2013.</p> <p>Details the experiences of 21 primary schools students meeting university students and professionals who have developed their careers by following their passion. Gives students a realistic picture of how their academic skills, their passion and motivation could frame their future.</p>	<ul style="list-style-type: none"> <li>Inspire people between 7 and 12 years old from under-represented communities to think about how their passions and interests can be turned into careers through education</li> </ul>				Outreach
Central Queensland University	Facilitated Distance Learning Program	<p>Supporting commencing students undertaking a fully distance program of study in the School of Education and the Arts.</p> <p>Two way communication between academics and students. Program of professional development for academic staff to ensure consistent approach to curriculum implementation, facilitation skills, support strategies and project objectives.</p>	<ul style="list-style-type: none"> <li>Provide a model of distance education that is responsive to the needs of a diverse cohort (regional low SES) fully online for the first year.</li> <li>Improve participation and retention of undergraduate students from low SES backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Fully HEPPP funded. Facilitator to have personal contact with all identified students.</li> </ul>	<ul style="list-style-type: none"> <li>ing successful in enhancing a model of teaching and learning for students who are new to distance learning and tertiary learning.</li> <li>Further research to enhance engagement of students</li> </ul>		Support
Charles Darwin University	Into uni: Learning in Colleges	<p>3 year program in conjunction with partnership schools with significant numbers of indigenous schools. Encourages indigenous students from low ses to complete schools and progress into higher education</p>	<ul style="list-style-type: none"> <li>Assist school students develop effective study skills</li> <li>Engender a positive view of LMS enabled learning</li> <li>Remove concerns about LMS as barrier to HE aspirations</li> <li>Facilitate smooth transition from school to HE</li> </ul>	<ul style="list-style-type: none"> <li>Fully HEPPP funded. allows teachers to have time for PD and program development</li> </ul>	<ul style="list-style-type: none"> <li>is to explore how technologies assist students to maintain contact with school and campus while they are not there.</li> </ul>	<ul style="list-style-type: none"> <li>Focus Groups and Database tracking.</li> <li>esses changes in attitude</li> <li>Enrolments and Retention rate</li> </ul>	Outreach
Charles Sturt University	Student Success Team	<p>Team supports students in their first semester Staffed by students based in call centre at regional campus. New students contacted by phone and email</p>	<ul style="list-style-type: none"> <li>Assist students from low ses background transition into uni</li> <li>Provide support to those showing signs of disengaging from their studies</li> </ul>	<ul style="list-style-type: none"> <li>unded from 2011 Each year SST has grown from just over 3000 students in 2011 to 6000 in 2013</li> </ul>	<ul style="list-style-type: none"> <li>Working towards embedding SST in organisation</li> </ul>		Support
Curtin University	StepUp to Curtin	<p>Offers equity students opportunity to enter courses they may otherwise miss out on. Also provide</p>	<ul style="list-style-type: none"> <li>Create inclusive entry pathway for students</li> </ul>	<ul style="list-style-type: none"> <li>-HEPPP funded Co-ordinator position since 2010</li> </ul>	<ul style="list-style-type: none"> <li>Want to expand to reach wider disadvantaged community. Improve</li> </ul>	<ul style="list-style-type: none"> <li>Enrolment and Retention rates</li> </ul>	Access Support

		assistance with housing, scholarships and book grants	eligible students with A TAR of 60-69.95	Recognise and support students from disadvantaged backgrounds with potential to succeed at university	academic staff awareness and engagement with the program	
<b>Deakin University</b>	Work placement Program	Offers uni students paid. 4 week work placements career planning support to students who may have financial difficulties and rely on part-time employment	<ul style="list-style-type: none"> <li>Increase tertiary retention and completion rates</li> <li>Improve graduate outcomes by increasing participation in work experience for low ses students</li> </ul>	HEPPP enabled uni to develop programs of finding and undertaking work placements, addressing specific challenges of income replacement, awareness application and preparation. Most of funds spent on bursaries and student Wages Host supervision payments also covered as well as Co-ordinator position at uni	Great demand and expansion to enhance retention and completion rates	Graduate Destination Survey
<b>Edith Cowan University</b>	ECU Mates	Trains ECU students to become mentors and mates to lower secondary students from low ses backgrounds. Programs provides guidance, friendship and educational support to students who are unlikely to undertake HE	<ul style="list-style-type: none"> <li>Provide inclusive mentoring program to secondary students from identified low Index of Community Socio-Educated Advantage schools who rarely receive funding support</li> <li>Provide socio-emotional and educational support by implementing resilience strategies to promote success at school and later into HE</li> <li>Facilitate positive contributions by students and staff of the uni</li> </ul>	Part-time Co-ordinator funded by HEPPP Additional support from students and staff through volunteering efforts	More schools have requested to join program. Want to undertake research and expand to double existing numbers of students and ECU Mates to benefit all.	<b>Outreach Access</b>
<b>Federation University Australia</b>	Regional Schools Outreach Program	Works in partnership with 49 regional Victorian schools to address the relationship between geographic and socio-economic factors which result in lower rates of access to HE of regional and remote students compared to metro areas in school, on campus and online activities with students and their families Age specific activities across Yrs5-12. Key feature student ambassadors who co-deliver programs and provide points of contact for information and inspiration	<ul style="list-style-type: none"> <li>Increase access to HE among students from regional/remote and low ses backgrounds in western Victoria</li> </ul>	Fully HEPPP (Partnerships) funded (to end 2014) RSOP conducts annual evaluations Consistent positive feedback about RSOP's impact	re development and responsiveness will be informed by longer term evaluation currently underway. Qualitative data from students, parents, principals and teachers Quantitative data from applications to HE and school retention Evaluation report prepared but not public information	<b>Outreach</b>
<b>Flinders University</b>	Inspire e-Mentoring	Existing for 10yrs as Inspire Mentor Program Now extended to rural and regional students to raise aspirations and consider pathways to uni In partnership with Dept. of Education and Child Development for children at risk of disengaging with Education Enables students to explore pathways with undergrad and post grad mentors in HE. Helps develop understanding of HE	<ul style="list-style-type: none"> <li>Existing for 10yrs as Inspire Mentor Program Now extended to rural and regional students to raise aspirations and consider pathways to uni In partnership with Dept. of Education and Child Development for children at risk of disengaging with Education Enables students to explore pathways with undergrad and post grad mentors in HE. Helps develop understanding of HE</li> </ul>	Online learning platform Saba Centra 7 provides safe environment for communicating Sessions are monitored and supported by DECD staff to provide safe and productive relationship for mentors and mentees Culminates with visit to campus to experience life as uni student, participate in on campus activities and interact with mentors	Continue to work in partnership with public, Catholic and independent schools Expect 750 students will be impacted over next 2 yrs	<b>Outreach Access</b>



<p><b>Griffith University</b></p> <p>Widening Tertiary Participation Program for Pasifika Communities</p>	<p>Aims to encourage aspirations for university study, build capacity of current and future students, and enhance community engagement with HE</p> <p>Made up of 3 programs</p> <p><i>Legacy-Education-Achievement-Dream (LEAD)</i> yr10-12 students</p> <p><i>Pasifika Cultural Graduation</i> – honours cultural identity, encourages student progression and promotes success</p> <p><i>Griffith Pasifika Student Association</i> – supports transition, engagement, and retention of current Griffith uni Pasifika students</p>	<ul style="list-style-type: none"> <li>Encourage aspirations for uni study</li> <li>Build capacity of current and future students at Griffith uni</li> <li>Enhance community engagement with HE</li> </ul>	<p>Includes participatory action learning projects to create ownership, engagement and authentic learning Active involvement of school and personnel of Pacific Island heritage and integral as role models NZ and Pacific Island people cannot get HECS and attends Griffith uni</p> <p>HEPPP position of Pacific Island Liaison Officer since 2011</p> <p>External grants fund additional activities</p>	<p>Insufficient data gathered to gauge the true impact of program</p> <p>Evaluation report prepared but not public information</p>	<p><b>Outreach Access Support</b></p>
<p><b>James Cook University</b></p> <p>Get Into Uni</p>	<p>Flexible program which provides relevant, community-driven support and engagement based with 8 community hubs to stimulate interest in and awareness of HE</p> <p>Aims to alleviate potential barriers to access and participation faced by low ses and Aboriginal and Torres Strait Islander</p> <p>Groups Across Yr5/6 to yr12 and adult and non-school leavers cohorts</p> <p>Activities held on uni campuses, schools and communities</p> <p>Covers 500000m<sup>2</sup> of north and far north Queensland including island communities of Torres Strait, Gulf and east coast</p>	<ul style="list-style-type: none"> <li>Ensure all low ses, Aboriginal and Torres Strait Islander students have access to tertiary awareness and preparation programs</li> <li>Meaningful engagement that embraces diversity of communities, creating opportunities and enduring benefits for the region</li> </ul>	<p>Program tailored to address existing school and community practice and agendas; culture and cultural events or programs; access to uni d resources issues of remoteness and isolation; and background and education levels/experiences</p> <p>School and Community engagement teams, costs and outreach activities funded by HEPPP since 2011</p> <p>Measured across outputs and outcomes which indicate engagement and impact across target groups, partners and stakeholders.</p> <p>Other data sources are Queensland Tertiary Centre and Queensland Widening Participation Consortium</p>	<p>Ongoing evaluation, research and partner analyses</p>	<p><b>Outreach</b></p>
<p><b>La Trobe University</b></p> <p>Uni Bridges</p>	<p>Involves embedding real world context into yr10 and VCE curriculum through engaging and innovative learning tasks designed around a topical social theme</p>	<ul style="list-style-type: none"> <li>Increase yr10-12 engagement with science, technology, engineering and maths (STEM)</li> <li>Improve students achievement with STEM</li> <li>Provide STEM teachers with additional PD</li> <li>Provide alternative entry pathway to selected STEM courses at La Trobe</li> </ul>	<p>Has 4 key elements:</p> <p><i>Curriculum:</i> Teacher PD, thematic approach to STEM, use of technology and science bloggers</p> <p><i>Outreach:</i> curriculum based activities, multiple contact throughout the year</p> <p><i>Admission:</i> entry to selected degrees based on school recommendations</p> <p><i>Evaluation:</i> evaluation against objectives to be completed in 2013</p> <p>HEPPP funding enables teacher release for PD</p> <p><i>Understanding the professions</i> (yr7-9) demystifies the professions and careers and shows the journey from school to outcomes in the field</p> <p><i>Making it Happen</i> (yr10-12) builds learner confidence, knowledge and the tools to support students to reach their goals.</p> <p>Funds through HEPPP competitive grant from 2011</p> <p>Consortium members also contribute</p> <p>Funds Funding covers operational costs.</p>	<p>Potential to transform science and maths to be more engaging to students</p> <p>through cross disciplinary and cross sectoral curriculum bridges</p> <p>Students can be reached and inspired and supported to examine fulfilling careers through HE</p> <p>Unis and schools can partner to identify, promote and support academic preparedness of students</p> <p>Findings are that regional/remote students face bigger challenges to HE than metro students. LEAP will look to embed across Victorian Universities and promote HE as a pathway to professions</p>	<p><b>Outreach Access</b></p>
<p><b>Aus Cath Uni</b></p> <p><b>Deakin University</b></p> <p><b>La Trobe University</b></p> <p><b>Monash University</b></p> <p><b>RMIT University</b></p> <p><b>Swinburne Uni</b></p> <p><b>Uni of Melbourne</b></p> <p><b>Victoria University</b></p> <p><b>Federation University</b></p> <p><b>Catholic Ed Commission</b></p>	<p>LEAP</p> <p>This program seeks to extend the generic LEAP program through individual school-university partnerships, enabling partners to draw on more opportunities than would otherwise be possible.</p> <p>Co-ordinated Outreach activities developed and delivered through a partnership of Victorian universities, initially focussing on the design, engineering, health and law professions consists of applied learning activities and online material to engage students.</p>	<ul style="list-style-type: none"> <li>Stimulate student interest in particular fields enabling them to experience and engage with a range of career possibilities</li> <li>Enhance students and families understanding of how to prepare for entry to specific fields, supporting informed decision making</li> <li>Challenging and extending students, increasing confidence</li> </ul>			<p><b>Outreach Access</b></p>

<p><b>Macquarie University</b></p> <p>LEAP Macquarie Mentoring Program</p> <p>This is a needs based mentoring program that aims to support high school students from refugee backgrounds to participate and succeed in HE</p>	<ul style="list-style-type: none"> <li>Develop confidence, resilience and self-belief</li> <li>Raise aspirations towards further study</li> <li>Develop social and cultural capital to navigate tertiary education system</li> <li>Develop study and research skills</li> <li>Develop awareness of school and university cultures and expectations in the Australian context</li> <li>Increase understanding of tertiary education pathways</li> </ul>	<p>and enthusiasm for personal possibilities</p> <p>ing development of targeted hands on activities and web content along with their delivery to approximately 250 schools</p>	<p><b>Outreach Access</b></p> <p>HEPPP funded with support of DEC for teacher relief. Funding trains mentors, transporting them to and from high schools each week and hosting students and teachers at Macquarie for one day a semester to experience uni life</p> <p>onding to requests to expand to new schools and support more students from refugee backgrounds to investigate options for them to participate in HE, develop their confidence and engage in their education</p>
<p><b>Monash University</b></p> <p>Improving Selection for Social Inclusion Through Special Entry Admission Scheme (SEAS)</p> <p>Uni recognises that a range of personal factors affects students school achievement and that ATAR alone may not reflect student academic potential. Uni considers factors such as financial disadvantage, mature age, attending a rural or isolated school, or school underrepresented in HE, Indigenous status, non-English speaking backgrounds, difficult personal circumstances, and disability or long term medical conditions</p>	<ul style="list-style-type: none"> <li>Recognise that students who have been disadvantaged will perform better at uni than school result suggest</li> <li>Extend opportunity to students who have achieved well in spite of adversity and who could succeed at Monash</li> <li>Provide consistent and transparent way of taking into account the nature and extent of disadvantage</li> </ul>	<p>Staff undertaking analysis and policy development funded through HEPPP. They work in collaboration with Monash staff from other organisational units to develop the SEAS calculator</p>	<p><b>Access</b></p> <p>Uni will continue to promote SEAS to all applicants and to monitor and refine operation of the program to widen participation and support achievement at Monash Uni</p>
<p><b>Murdoch University</b></p> <p>First Year Advisor Network (FYAN)</p> <p>A generalised support service to the diverse first year cohort and as a hub to access specialised support at the university</p>	<ul style="list-style-type: none"> <li>Assist first year undergraduate students in their transition to university through individual and cohort based initiatives</li> <li>Providing individualised support and promoting student access to a wide range of university services</li> <li>Facilitating deeper engagement of first year students</li> </ul>	<p>HEPPP funded 15 F/T positions since January 2011</p> <p>A large amount of student contact Consider student engagement to be a two way process involving the student and the institution</p>	<p>FYAN recognises the need to be able to accommodate the changing needs of students and staff</p> <p>ulation. Regular systematic and data driven evaluations of FYAN occur and take into account student and staff feedback, outcomes of student contact, new research in the field and data about student retention and engagement</p>
<p><b>Queensland University of Technology (QUT)</b></p> <p>Robotics@QUT</p> <p>Robotics is a proven tool for engaging and motivating students to participate in Science, Technology, Engineering and Mathematics. Uses arnic robotics activities to encourage STEM literacy, problem solving and collaborative learning in y6-12 school students.</p> <p>Program works well across a range of ages and abilities and is a hook for building interest across all STEM areas and tertiary study. Connected to school curriculum and allows whole family</p>	<ul style="list-style-type: none"> <li>Improve maths literacy, information Communications technology (ICT), problem solving, metaognition and group collaboration</li> <li>Buils interest and aspiration for tertiary study</li> <li>Enhance school STEM curriculum</li> <li>Engage school community in student learning</li> </ul>	<p>Research shows these types of robotics activities contribute to improved literacy in ICT, skills in problem solving, metaognition and group collaborations</p> <p>Some robots include robotic art, drag racers, sumo wrestlers, solar panel cars, Lego building challenges and Duplo building challenges STEM disciplines are key drivers of innovation and the economy and LSES student need better access to STEM at</p>	<p>research suggests reasons for STEM aversion and university aversion in young working class people</p> <p>uggests links and overlaps worthy of further investigation</p> <p>Practice level collaborations between mainstream STEM and WP outreach programs should be encouraged</p>

<b>RMIT University</b>	I Belong	Addresses barriers of the city as alien and inaccessible to young people from LSES schools and communities and the impact this has on access and entry to pathways and professions Delivers a distinctive and scaled program, focussed on tertiary tasters aligned with city and industry exploration and peer engagement	<ul style="list-style-type: none"> <li>Build on the participation of 1500 Middle years students to grow informed aspiration, awareness and opportunity for tertiary outcomes leading to pathways and employment across specialised professions and industries</li> <li>Achieve national parity for Indigenous students participation and LSES participation underpinned by RMIT admission policy and targets for Indigenous and LSES growth</li> <li>Grow cultural awareness and understanding to support Indigenous participation through family, school and community brokerage and cultural awareness delivered through an identified senior advisor Indigenous participation position</li> </ul>	<p>school and beyond, if they are to have equal participation in society</p> <p>Senior years program has a student lifecycle and student cohort focus Tertiary masterclass delivery, unpacking specialised disciplines and industry outcomes aimed at yr11-12 students On campus transition days, study and learning skills enhancement Peer engagement using current tertiary students at RMIT</p> <p>Undertaken through HEPPP competitive partnership grant and supplemented by RMIT allocation of all partnership funds to support the middle and senior years program</p>	<p>Over 2013-2015 it aims to deliver the program to over 3000 students across the senior secondary years HEPPP funding is crucial support for Indigenous and rural participation and deepen opportunity</p>	<b>Outreach Access</b>
<b>Southern Cross University</b>	UNI-BOUND Program	<p>Supports uni commitment to access an participation and success of students</p> <p>4 main components: <i>Yr7 Uni opens up your world:</i> Students visit campus and explore aspiration through storytelling and mixed media presentations.</p> <p><i>Intro to uni, uni staff and mentors:</i> Opportunity to explore uni campus</p> <p><i>Yr8 Thinking about Uni:</i> Students participate in seminar presented by staff and student mentors at their school. Learn about uni and post school pathways.</p> <p><i>Yr9 Going to Uni:</i> Students visit SCU campus, attend lectures, investigate career choices and attend study skills seminars. Mentors share their stories about getting into and studying at uni</p> <p><i>Residential School:</i> Students stay in residential college on campus and undertake a longer program of events at uni. Designed as an immersive experience of being a uni student</p>	<ul style="list-style-type: none"> <li>Increase knowledge and understanding of higher education and career options</li> <li>Build confidence and motivation towards higher education</li> <li>Improve academic attainment for higher education</li> </ul>	<p>HEPPP funded since 2010 and assisted the growth of the program to include more regional school and cohorts of students</p> <p>Developed Monitoring, Evaluation, Reporting and Improvement Plan in 2012/2013</p> <p>Success measured through student feedback surveys, pre and post event feedback surveys (qual and quant data) on measurable changes, post event review and evaluation meetings with key stakeholders including program staff, uni staff, school staff, principals and project leaders, longitudinal tracking of students from matriculation to university</p>	<p>Activities will continue to be enhanced and expanded to include additional activities and events and numbers of students in program</p> <p>Academic support model will be developed and delivered to high school students aimed at increasing confidence, motivation and preparation for HE</p>	<b>Outreach</b>
<b>Swinburne University</b>	Student Support Program	<p>Student Equity and Disability Services</p> <p>The program provides assistance with study and living expenses to undergraduate students from LSES backgrounds or those experiencing significant financial</p>	<ul style="list-style-type: none"> <li>Increase retention and completion of LSES students or those experiencing significant financial disadvantage through providing</li> </ul>	<p>HEPPP funds activities and staffing costs</p> <p>Measurement of success is reflected by the number of students assisted and their success, attrition and grade point average rates in</p>	<p>Further evaluation is being undertaken to determine if and how it is making a difference to the retention and completion of</p>	<b>Support</b>

	(SEADS)	disadvantage	financial assistance in the form of grants and scholarships. Financial assistance is seen as critical in the retention and completion of students from LSES backgrounds	addition to an online yearly survey of grant/scholarship recipients Initial evaluation identified that grants and scholarships alleviated financial pressures and enabled them to have resources to undertake and complete course requirements and gave them more time to devote to study	LSES students	
<b>The University of Adelaide</b>	Adelaide Compass	intervention initiative designed to show LSES students that uni is a viable option for their future learning activities to primary and early high school students	<ul style="list-style-type: none"> <li>Develop an understanding of uni and change perceptions about it</li> <li>Focuses on building student attainment and aspiration to show that uni is possible, practical and achievable for them</li> <li>Aligns with uni Strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>Fully HEPPP funded Independent evaluation being undertaken Anecdotal evidence indicates strong increase in awareness of uni and further study options Since introduction environments to uni from pilot school have increased by 600 per cent</li> </ul>	Development of new tailored outreach activities that use areas of strength. Program will be expanded to new geographic areas through adapting metro activities for regional context including Indigenous specific stream	<b>Outreach Access</b>
<b>University of Canberra</b>	UC 4 Yourself	Aims to break down barriers to HE for students in yrs 7-10	<ul style="list-style-type: none"> <li>Raise aspirations of students from disadvantaged backgrounds for HE</li> <li>Help students identify and overcome barriers to HE</li> <li>Introduce students to uni environment, available courses and potential career paths</li> <li>Smooth transition between school and uni</li> </ul>	<ul style="list-style-type: none"> <li>Fully HEPPP funded Pre and post-test surveys to examine student intentions to go to uni and knowledge and understanding of post-school options</li> <li>Analysis of new format program underway (2013)</li> </ul>	Recent HEPPP funding for 3 projects aimed at breaking down barriers to HE delivered through a specialist Aspire UC Foundation program will be delivered in school hubs across the region through support for other PD and programs undertaken in partnership with external organisations	<b>Outreach</b>
<b>The University of Melbourne</b>	Telescopes in Schools	Partnership Outreach program with Quantum Victoria, Museum Victoria, ARC Centre for Excellence for All-sky Astrophysics and CSIRO targeting LSES schools in metro and regional schools	<ul style="list-style-type: none"> <li>Bring together students, parents and teachers from LSES schools with academic staff in collaborative environment to improve awareness of HE as post school option</li> <li>Increase student aspiration for tertiary level science study through use of research grade technical equipment to explore aspects of astronomy and astrophysics</li> <li>Provide ongoing teacher support through regular PD and close collaborative relationships with academic staff</li> <li>Establish and maintain positive long term relationships between LSES schools participating in the program and uni</li> </ul>	<ul style="list-style-type: none"> <li>HEPPP Funding used to set up initial program development and administration in addition to seed funding which purchased the telescopes and accessories</li> <li>Ongoing running costs funded by the Lady Foundation</li> <li>Measured through: <ul style="list-style-type: none"> <li>Program uptake and participation</li> <li>Increase in student enrolment in senior school science subjects</li> <li>Publicity and media coverage – national TV coverage, local newspapers – broadening coverage to the wider community</li> </ul> </li> </ul>	Quant and qual data being collected for longitudinal study exploring shifts in student motivation and parental influence in choosing STEM subjects and their pathways into HE after program participation	<b>Outreach</b>
<b>The University of New England</b>	The First Year Experience Strategy	This is the uni response to strategically managing the multi-faceted issue of student transition and success in the critical first year	<ul style="list-style-type: none"> <li>3 Initial projects: <ul style="list-style-type: none"> <li>Learning Spaces: ensure that students can access additional learning support in purpose built</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Fully HEPPP funded A committee has guided the development of a number of interlinked activities. This committee reports to the Academic Board's Teaching and Learning Committee and is open to all staff</li> </ul>	The success of strategically using HEPPP funds to change culture of institution-student interactivity drive the future deployment of funds at UNE	<b>Support</b>

<p><b>University of New South Wales</b></p> <p>The ASPIRE Program</p>	<p>ASPIRE works with students longitudinally over a number of years to encourage them to make informed choices about their higher education opportunities</p> <p>Multifaceted program reaching out to 6000 students in 55 partner schools across Sydney and regional NSW</p> <p>Aims to address educational disadvantage widening participation at uni by students from LSES schools.</p> <p>Engages with students from K-12 Supports Social inclusion agenda of the government</p>	<p>ASPIRE works with students longitudinally over a number of years to encourage them to make informed choices about their higher education opportunities</p> <p>Multifaceted program reaching out to 6000 students in 55 partner schools across Sydney and regional NSW</p> <p>Aims to address educational disadvantage widening participation at uni by students from LSES schools.</p> <p>Engages with students from K-12 Supports Social inclusion agenda of the government</p>	<p>ASPIRE works with students longitudinally over a number of years to encourage them to make informed choices about their higher education opportunities</p> <p>Multifaceted program reaching out to 6000 students in 55 partner schools across Sydney and regional NSW</p> <p>Aims to address educational disadvantage widening participation at uni by students from LSES schools.</p> <p>Engages with students from K-12 Supports Social inclusion agenda of the government</p>	<p><b>Outreach Access</b></p>
<p><b>University of Newcastle</b></p> <p>Open Foundation by Distance</p>	<p>Of-campus enabling program for Mature Age students offered since 2003</p>	<p>Of-campus enabling program for Mature Age students offered since 2003</p>	<p>Of-campus enabling program for Mature Age students offered since 2003</p>	<p><b>Access Support</b></p>
<p><b>University of Queensland</b></p> <p>Young Achievers Program</p>	<p>Supports tertiary study and career aspirations of motivated secondary students from low income families who might not otherwise have access to HE</p> <p>Focused on nurturing and developing the educational ambitions of Yr11-12 students through mentoring, on-campus experiences, information on university study options, pathways and application processes, opportunities for personal growth and financial assistance</p>	<p>Supports tertiary study and career aspirations of motivated secondary students from low income families who might not otherwise have access to HE</p> <p>Focused on nurturing and developing the educational ambitions of Yr11-12 students through mentoring, on-campus experiences, information on university study options, pathways and application processes, opportunities for personal growth and financial assistance</p>	<p>Supports tertiary study and career aspirations of motivated secondary students from low income families who might not otherwise have access to HE</p> <p>Focused on nurturing and developing the educational ambitions of Yr11-12 students through mentoring, on-campus experiences, information on university study options, pathways and application processes, opportunities for personal growth and financial assistance</p>	<p><b>Outreach Access</b></p>

		through bursaries and scholarships	and school staff	sustainability of program
<b>University of South Australia</b>	UHSA College	<p>Commenced 2011</p> <p>Responsible for pre degree and pathway programs and conducts outreach activities for students who traditionally not pursued university studies</p> <p>Outreach uses academic expertise to identify current and emerging STEM ideas and develops interactive experiential programs using specialised equipment and facilities</p> <p>Academic programs also equip students with low or no previous experience, with the skills and confidence they need to succeed at university</p>	<p>Proportion of participants who apply, receive and accept an offer at a university</p> <p>UQ completions in future years</p>	<p>Secondary programs will be expanded from 2014</p> <p>Enrolment in academic programs will be expanded to include 1200 students</p> <p>Results from activities will continue to be disseminated through relevant outlets??</p>
<b>University of Southern Queensland</b>	DARE (Dream Aspire Reach Experience)	<p>Address barriers related to participation for Aboriginal and Torres Strait Islander people. Curriculum based and focusses on building aspiration through face to face mentoring and engagement with parents, teachers and Indigenous communities</p> <p>Working with partners to support school attendance and completion rates and raising awareness of further education opportunities</p> <p>Underpinned by Indigenous protocols and knowledge is integral in building engagement, rapport and trust</p> <p>Targets yr10 students</p> <p>16 week program conducted group selfing in schools</p> <p>Indigenous and non-Indigenous undergraduates, elders, community leaders, business owners, health service staff, Community Ed counsellors, police officers and Indigenous liaison are mentors</p> <p>Cross cultural awareness training and support for mentors</p> <p>Cultural understanding, historical awareness, self-identity development incorporated to benefit mentors and mentees</p>	<p>Partially HEPPP funded supporting leadership camps, traditional game days and awards evenings.</p> <p>In-kind support from USQ</p> <p>Partnership with Arrow Energy supports scholarships and extend to include 2 additional schools</p> <p>Success is judged on school participation, secondary student enrolment patterns and attendance rates, academic improvement records from schools, surveys, focus groups and reflective journals</p>	<p>In second year and impact starting to be seen</p> <p>Plans to continue due to support from Aboriginal and Torres Strait communities and expand across all 3 campuses</p>
		<ul style="list-style-type: none"> <li>Raise aspirations of Indigenous students to HE</li> <li>Improve secondary school attendance and completion rates of Indigenous students</li> <li>Improve English literacy and numeracy skills of Indigenous students</li> <li>Promote healthy and positive lifestyles to improve participation in education</li> <li>Promote and foster cultural respect and understanding</li> <li>Bridge the gap between schools, communities and universities</li> </ul>		<p>Surveys</p> <p>Focus groups</p>
				<b>Outreach Access</b>
<b>The University of Sydney</b>	Compass – Your way to Higher Education	<p>Primary and high school students motivation, skills and capacity to pursue HE opportunities</p> <p>Partners with schools with populations of communities traditionally under-represented in HE</p> <p>Divided into 4 stages:</p> <p>Discover yr3-6</p> <p>theatre and science activities on campus and skills</p>	<p>Funded through Bridges to Higher Education Initiative which is funded through HEPPP and donations to Uni of Sydney</p>	<p>Growing its work with Aboriginal and TI communities with programs focussing on literacy, skills enhancement and pathways to HE</p>
		<ul style="list-style-type: none"> <li>Provide enriched learning experiences and skill development for students</li> <li>Support teacher skills and capacity</li> <li>Build students understanding of and positively influence attitudes</li> </ul>		<b>Outreach Access</b>

		development at schools Explore yr7-8: Introduces uni campus and opportunity of HE Inquire yr9-10: Activities to develop critical thinking, independent study and learning skills Experience yr11-12: Focuses on HSC and HE preparation	<ul style="list-style-type: none"> <li>towards HE Fulfil the university's social inclusion objectives</li> </ul>			
<b>University of Tasmania</b>	University Preparation Program (UPP)	Identified as a key strategy for improving access and pathways into university for all students Improves HE access by providing a pathway for those students who do not meet the university admission requirements Assist students build skills needed for uni success Includes academic writing, mathematics, ICT and general study skills Incorporated into UTAS central admissions system, so students not eligible for entry into UPP for degree may automatically receive offer into UPP	<ul style="list-style-type: none"> <li>Provide pathway for students who don't meet general admission requirements or who face barriers to HE</li> <li>Provide students with necessary skills and knowledge to undertake degree studies</li> <li>Familiarise students with academic culture and provide supported introduction to uni environment</li> </ul>	Partial funding from HEPPP contributes to overall delivery of the program Measured by the number of students enrolling in the course, retention of these students and their success transitioning into degrees	Is a key strategy for improving and pathways into uni for all students Research identified how key learnings can be applied into other pre-degree contexts Further research will inform development of expanded framework for evaluating success of alternate pathways to uni using qual and quant measures	<b>Access Support</b>
<b>University of Technology, Sydney</b>	U@Uni Summer School Program	3 yr program for students from partner schools in south west Sydney Targets yr10 students who need extra motivation or s kills to aspire or gain entry into HE or might be the first in family Boost enthusiasm for HSC study, demystify university, build interpersonal skills and raise aspirations. Activities include: 2 week summer school in design, engineering, business, health, film and science School visits, follow-up workshops of critical thinking, study skills and stress management Information to assist making informed choices about post high school options and other support available for them to attend HE	<ul style="list-style-type: none"> <li>Encourage motivation for university study well before enrolment through integrated programs developed in partnership with targeted schools, TAFE's and communities</li> </ul>	Funded for student resources, staff and support to students as they progress through the 3yr program Measured through evidence based qual and quant data Included in Bridges to Higher Education Evaluation Program	Will continue to support yr10 students into HE, build stronger connections with parents, teachers and communities and develop existing engagement with program alumni to mentor participants in the program	<b>Outreach</b>
<b>University of the Sunshine Coast</b>	The Creative Writing Excellence Program	Partnership with schools in the Sunshine Coast region 8 week course that teaches basic elements of creative writing to school students who show an interest. The short story is the model used. Each workshop focusses on specific element of Narrative Culminates with students writing short story which is edited and published in an anthology	<ul style="list-style-type: none"> <li>Introduce students to university experience</li> <li>Demystify tertiary environment</li> <li>Fosters development of long term mutually productive partnerships with schools and enhance USC reputation in region</li> <li>Encourage youth in exploring and developing their creativity while enhancing reading, comprehension and analytical skills so they can explore the career opportunities in the creative industries including editing and publishing</li> </ul>	Supported by participating schools and HEPPP funding 4 core aspirational measurement items measuring <ul style="list-style-type: none"> <li>current education interest</li> <li>likelihood of tertiary education</li> <li>career linkage awareness</li> </ul>	Long term commitment with the aim of continuing to build an aspiration for HE particularly among those who might not otherwise have the opportunities or awareness	

<b>University of Western Australia</b>	<b>Aspire UWA</b>	Supports students with academic potential but facing significant challenges to achieve HE goals  Partnerships with 21 metro and 31 regional and remote secondary schools  Started 2009  Hands on activities delivered in schools and on campus for middle school students and provide insights into opportunities HE offers  pathway program for medical and dentistry students who are sometimes the first from their school ever to enter these disciplines  Specialist support to all Indigenous students which offers a wide range of activities aimed locally at encouraging and supporting these students	<b>Outreach</b>
<b>University of Western Sydney</b>	<b>Fast Forward Expansion</b>	Partnership with GWS schools to help students see the value of continuing their education through to yr12 and beyond  Started in 2004  Encourages students to strive for their personal best and to see tertiary study as a realistic and viable post-school option  Recognises importance of engaging students with the concept of lifelong learning and benefits of post school education as early as possible so that they can knowledgeably plan pathways in their senior years at school and post school study	<b>Outreach Access</b>
<b>University of Wollongong</b>	<b>The In2Uni Program</b>	Partnership with DEC and CEO region commitment to providing students from non-traditional background with increased opportunities to access HE  58 primary schools and high schools on east coast of NSW  On-site campus experiences  Mentoring  HSC study assistance  Transition advice  Financial assistance  the importance of positive role models for students through the use of trained university mentors in all programs on offer	<b>Outreach Access</b>
<b>Victoria University</b>	<b>AVID Australia (Advancement Via Individual Determination)</b>	Innovative uni-readiness system that explicitly prepares students from LSES, diverse and disadvantaged backgrounds for tertiary success  Early childhood, primary, secondary and tertiary programs  Works simultaneously to support students, teachers and school leaders to improve academic, social and emotional aspects for	<b>Outreach Access</b>
		Build stronger school-university partnerships  To generate whole school improvement  To assist teaching and leadership staff to better meet needs of underachieving students by using explicit teaching pedagogies to build their handwriting, inquiry,	HEPPP funded and receives in-kind support from the AVID Centre and participating schools and universities  Funds provide ongoing PD for teachers and school leaders, student support and facilitates outreach activities including campus visits and accommodation for students from rural and regional areas  Research underway to evaluate short and long term data and track whole school impact  Teacher observations  Stakeholder interviews  in school communities  Student assessment measures



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underachieving students	collaboration, organisation and reading skills
	<ul style="list-style-type: none"><li>• To increase the numbers of LSES, diverse and disadvantaged students aspiring to access and succeed at university</li></ul>

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## **7.6 Appendix 6: Partnerships in Higher Education**

data from NCSEHE Publication – Partnerships in Higher Education (2014)

Partners	Description	Objectives	Outcomes	Future	Partner Type
<p>Australian National University</p> <p>➤ Access and Inclusion</p> <p>➤ ANU School of Art</p> <p>Secondary schools in regional SE NSW</p>	<p>Visual Arts Portfolio Workshop</p> <p>Provides secondary students with admission information about tertiary visual arts programs, augmented by practical art making experiences typical of first year undergraduate study</p>	<ul style="list-style-type: none"> <li>Aims to build aspiration in and to academically support LSES regional secondary students who have potential to enrol in tertiary visual or design arts courses</li> <li>Informs students and teachers about the portfolio and interview process for application</li> <li>Explains that ATAR not required</li> <li>Raise awareness about scholarships</li> </ul>	<p>Students and teacher feedback indicates that program had high impact</p> <p>Students not on tertiary pathways prompted to aspire to HE</p> <p>5 students travelled to ANU Open Day for portfolio review</p>	<p>With new HEPP funding model not clear of how program will be implemented in 2015</p> <p>Ideally future versions would endeavour to sustain engagement of repeat participants by varying visual and design arts by including printmaking</p> <p>Include career advisors and enhance student profiles to understand the diverse career opportunities that can result from this study area</p>	<p>Intra-university</p> <p>Inter-sectoral</p>
<p>Australian Catholic University</p> <p>University of Sydney</p> <p>The University of Technology, Sydney</p> <p>Macquarie University</p> <p>The University of Western Sydney</p> <p>NSW Department of Education and Communities</p> <p>TAFE NSW</p> <p>The Universities Admissions Centre (NSW and ACT) Pty Ltd</p> <p>over 250 schools, local government organisations,</p> <p>Indigenous organisations and other community,</p> <p>philanthropic and social enterprise organisations</p>	<p>Bridges to Higher Education</p> <p>Engaging young people who previously might not have considered higher education as an option, the <i>Bridges to Higher Education</i> program works with schools, TAFE and community partners in Greater Western Sydney</p> <p><i>Bridges to Higher Education</i> was funded \$21.2 m by the Commonwealth Government's HEPPP</p>	<ul style="list-style-type: none"> <li>improve academic outcomes</li> <li>increase awareness, confidence and motivation</li> <li>build school and community capacity</li> <li>increase capacity to access higher education</li> </ul>	<p><i>Bridges</i> programs have had a highly positive effect on students' readiness to face the academic challenges they are likely to encounter throughout high school and university, with 90 per cent of students stating they feel better prepared for university as a result of <i>Bridges</i>; and 91 per cent of parents and carers reporting they have a better capacity to support their child with their higher education goals.</p> <p>There is emerging evidence to suggest that <i>Bridges</i> is changing student attitudes towards learning, with 85 per cent of students reporting they have developed better study skills and 96 per cent of participating teachers reporting that participation had helped them expand their teaching practices.</p> <p>Parent and carer knowledge of higher education options and benefits has increased, with 82 per cent reporting improved knowledge of higher education options. Evidence also shows an increase in students' confidence to challenge cultural or gender-specific expectations relating to their education options</p>	<p>Is applying multiple strategies to enable sustainability.</p> <p>Workforce capability development, embedding activities into school or university practice, creating links to schools and/or university curriculum, developing accessible materials and resources that can be applied in the longer term, and emphasising efforts which promote students' capacity for independent learning are being trialled across projects.</p>	<p>Inter university</p> <p>Inter sectoral</p> <p>Social/Community</p>
<p>155 schools in Central Queensland Region</p> <p>Central Queensland University</p> <p>East Coast TAFE</p> <p>Central Queensland Institute of TAFE</p> <p>Central Queensland Indigenous Development Ltd. (CQID)</p> <p>Australian Defence Force (ADF)</p> <p>Other organisations have also contributed as minor partners.</p>	<p>CQU University Widening Participation</p> <p>From 2011-2014, the Central Queensland University Widening Participation team worked with over 20,000 students to promote, raise and support aspirations of school students towards university.</p> <p>Eight <i>Widening Participation</i> programs were delivered to students in Years 5-12 across 155 schools. Student-centred activities included on-campus experiences, aspiration building exercises,</p>	<ul style="list-style-type: none"> <li>increase the participation of under-represented groups in HE in regional Queensland, the CQU <i>University Widening Participation</i> team developed the <i>Engage Education</i> series of programs for school students</li> </ul>	<p>In early 2014, the survey question 'I believe it is possible for me to go to university' showed an increase in agreement of 19 per cent after completion of the program.</p> <p>Many students mentioned that university was a 'scarier place' before the program in their feedback.</p> <p>Post-program, students said their fears were</p>	<p>In 2014 over 7,000 Central Queensland students will be exposed to the <i>Engage Education</i> programs. Every year level from 6-12 in cluster schools from across the region will have the opportunity to participate in the final round of current <i>Engage Education</i> programs in 2014.</p> <p>A successive strategy will leverage off the current <i>Widening Participation</i> strategy and will be developed for long-term sustainability and community engagement.</p> <p>CQU University is committed to providing all students with equitable access to higher</p>	<p>Intra university</p> <p>Inter sectoral</p> <p>Social/Community</p>

Partners	Description	Objectives	Outcomes	Future	Partner Type
<p>Charles Darwin University (CDU)</p> <p>&gt;&gt;Office of the Pro Vice Chancellor – Indigenous Leadership</p> <p>&gt;&gt;Office of the Pro Vice Chancellor – Academic</p> <p>Northern Territory Department of Education</p> <p>Batchelor Institute of Indigenous Tertiary Education</p> <p>North Australian Indigenous Land and Sea Management Alliance Ltd</p> <p>Australian Centre for Indigenous Knowledges and Education.</p>	<p>Whole of Community Engagement Initiative in partnership with local stakeholders, Charles Darwin University has embarked on a <i>HEPPP Whole-of-Community Engagement (WCE)</i> initiative which will work with six remote Indigenous communities across the Northern Territory to build aspiration, expectation and capacity to participate in higher education. This large-scale multi-site participatory action research project involves community engagement leaders, mentor and enrichment officers, and a community teacher's liaison leader working closely with community based Indigenous mentors, leaders and organisations to drive innovative bottom-up strategies and solutions built on, and responsive to, Indigenous knowledges</p>	<ul style="list-style-type: none"> <li>Identify and explore current Indigenous community perspectives (both Western and Indigenous) about higher education</li> <li>Identify the facilitators of, and barriers to, contemporary pathways into higher education for remote and very remote Indigenous communities</li> <li>embed and link Indigenous community perspectives and concerns within the development and implementation of existing strategies to building aspiration, expectation and capacity to participate in higher education</li> <li>identify and co-create ongoing opportunities for community, research, academic and public policy leaders to build relationships and evidence translation activities associated with promoting pathways into higher education</li> <li>Identify means for making higher education relevant and more culturally and physically accessible to Indigenous students and adult learners.</li> </ul>	<p>In early stages of planning and steering committees being established which includes representatives from each of the participating communities and all HEPPP-WCE staff.</p> <p>Program manager</p> <p>3 community engagement leaders</p> <p>3 mentor and enrichment officers</p> <p>Community teacher's liaison leader</p> <p>All positions are research active roles and will use participatory action research methodology</p>	<p>education regardless of their location or socioeconomic status.</p>	<p>Intra university</p> <p>Inter sectoral</p> <p>Social/Community</p>
<p>Charles Sturt University</p> <p>TAFE Western</p> <p>DEEMW</p> <p>Western NSW Local Health District</p> <p>Bia Muij Aboriginal Health Services</p>	<p>Smile Dental Assisting Training Program</p> <p>A supported pathway program for Aboriginal students to a career in oral health or related areas in the health industry.</p> <p>Commences with a Certificate II, and</p>	<ul style="list-style-type: none"> <li>Address severe shortage of oral health and dental practitioners in the area</li> <li>By tailoring and training rural and remote students they will be more likely to stay in the area</li> </ul>	<p>Early stages of program so difficult to provide evidence of success however anecdotal outcomes have been encouraging</p> <p>Students highly enthusiastic and engaged in their learning and they are building professional networks which they can draw on</p>	<p>Will undertake a review and evaluation of the program as the first intake nears completion</p> <p>Will include mapping student knowledge and skills to succeed in practice or further study</p> <p>Mentoring program being developed for</p>	<p>Inter sectoral</p> <p>Social/Community</p>

Partners	Description	Objectives	Outcomes	Future	Partner Type
<b>Curtin University – AHEAD, Boat Club and Stadium Clontarf Aboriginal College Rowing WA</b>	<p>Row AHEAD: Clontarf to Curtin</p> <p>Engages students in self-development through the sport of rowing</p> <p>Students take part in weekly training sessions with the aim of participating in 4 state regattas held by Rowing WA.</p> <p>Students also attend weekly academic development sessions</p>	<ul style="list-style-type: none"> <li>Enable indigenous students to study in their own area and provide pathway for strong employment opportunities</li> <li>Increase dental assistants, oral health therapists and dental practitioners in area</li> </ul>	<p>Qual feedback overwhelmingly positive</p> <p>Learning to row in single sculls, doubles and quads</p> <p>Rowing as individuals and teams</p> <p>Completion of personalised land training, improving fitness and flexibility</p> <p>Completion of academic sessions on rowing history and theory, developing literacy and study skills</p> <p>Improvements in attitude toward school and learning</p>	<p>Program has generated positive community interest</p> <p>Program is WACE accredited recognising students' resilience demonstrated through the program</p> <p>Rowing community has donated 2 boats for exclusive use by students and offered to provide instructor training to Clontarf staff member to support longevity of the program</p>	Intra university Inter sectoral Social/community
<b>30 schools across South Western Victoria and Eastern, Southern and Western Metropolitan Regions of Victoria</b>	<p>Deakin Engagement and Access Program (DEAP)</p> <p>Outreach program for yr7-12 students at schools in Melbourne, Geelong and Victoria's Barwon South Western region</p> <p>Using a strengths based approach to building community capacity DEAP works with partner schools to deliver on campus and in school activities.</p> <p>Activities encourage aspiration for post school education and cover academic enrichment, study skills and Special Entry Access Scheme (SEAS) workshops</p> <p>DEAP works with under-represented schools, parents, carers, families and community organisations to encourage and support young people</p>	<ul style="list-style-type: none"> <li>Build on the aspirations of young people to participate in HE by improving their capacity to achieve academically, developing an understanding of pathways and preparing students for the transition to university</li> </ul>	<p>Qual feedback show that DEAP has had a positive impact on students engagement with school and interest in post school study</p>	<p>Will broaden collaboration with community partners to maximise the reach and impact of activities</p> <p>Further community based activities being developed in collaboration with Headspace (National Youth Mental Health Foundation)</p> <p>More focus onto other disadvantaged groups</p> <p>Plans to develop disability related workshops</p> <p>Will be expanded to target students in yr3-6 as aspirations are influenced early in life by social context and parental attitudes</p>	Inter sectoral Social/community
<b>Barwon Adolescent taskforce The Smith family Deakin University</b>					
<b>Edith Cowan University National Indigenous Science Education program (NISEP) Macquarie University WA primary and high schools</b>	<p>Old Ways, New Ways</p> <p>New outreach initiative bringing together western and Aboriginal knowledge and perspectives on science</p> <p>Developed to encourage and support Aboriginal and Torres Strait Islander students from LSES communities</p>	<ul style="list-style-type: none"> <li>Improve participation of Aboriginal and Torres Strait Islander students in science subjects</li> <li>Focus is on findings ways to help students reach their full potential by improving educational and employment outcomes</li> <li>Enhance confidence, leadership and communication skills while providing positive role models to inspire students</li> </ul>	<p>600 students participated to date</p> <p>Forged stronger links ECU's LSES metro and regional school partners</p> <p>Established strong dialogue around embedding cultural knowledge further into the school curriculum</p> <p>Continued engagement aims to demystify HE pathways an early evidence suggests goal is being achieved</p> <p>Further longitudinal studies to be undertaken</p>	<p>Additional schools added for the year</p> <p>Science demonstration at ECU at end of 2014</p> <p>Students to attend campus for a day</p> <p>ECU team plans to develop written resources to preserve and share the scientific knowledge of the Nyooongar people</p> <p>Ongoing funding currently being explored</p> <p>Continue to explore further science based outreach activities with the education providers</p>	Intra university Inter university Inter sectoral Social/Community
		<ul style="list-style-type: none"> <li>Facilitate integration of locally</li> </ul>			

Partners	Description	Objectives	Outcomes	Future	Partner Type
<b>Federation University Australia</b>	<b>FedReady</b> Intensive course designed to prepare and support LSES students to get a head start at uni. Centrally co-ordinated strong partnerships between a number of areas which deliver skills such as time management, essay writing, referencing and academic reading Existing students use their experiences to normalise challenges faced by students transitioning to HE	<ul style="list-style-type: none"> <li>Enhance skills in LSES students transitioning into HE to help reduce attrition</li> <li>Enable students to develop independent learning skills and provide them with access to the student experience through use of current students in the program</li> <li>Afford students access to broad range of information and services prior to entering HE</li> <li>Ensuring students are aware as they can be of the range of assistance available to them</li> <li>Broadly increase the participation in further support programs and their studies</li> </ul>	<p>Surveys revealed overwhelmingly positive feedback that program is beneficial and would recommend it to others</p> <p>Intra university relationships strengthened across the institution and increased staff awareness of support available for students</p> <p>Improved staff capacity to refer students to vital support services in timely manner, thereby improving the student experience</p>	<p>Replicate the knowledge and information in an online context</p> <p>Interactive student component will be transferred to online forums and reflections which will integrate students into existing support systems</p>	Intra university
<b>Anglicare Victoria</b> <b>Federation University regional campuses</b> <b>Australian Catholic University</b> <b>Ararat Lions Club</b>	<b>Hike to Higher Education</b> Designed in response to Anglicare Vic 4 pillars of engagement of sport, art, music and environment Relies on current HE students. They act as Ambassadors and share their experiences and knowledge with secondary students in the region. HE students mentor secondary students in the trek experience from Port Fairy to Warrnambool and Grampians treks	<ul style="list-style-type: none"> <li>Encourage students to discover their passion and build their academic and career journey from that passion</li> <li>Provide secondary students the opportunity to work closely with HE students in an environmental setting that is supportive and scenic</li> <li>Strongly aligned with Fed Uni Regional School Outreach Program (RSOP)</li> </ul>	<p>Surveys, interviews and verbal feedback are recorded and documented to further improve the program</p> <p>Early indications predict that 78% of students will successfully complete secondary education and access HE</p> <p>Absenteeism has decreased with attendance increasing from 84 to 93% within a 12month period</p> <p>Contributes to the success of the RSOP program as stated in evaluation.</p>	<p>Plans to provide more experiences through program expansion</p> <p>Further increase the presence of HE within the community and to continue to raise student aspiration to successfully complete yr12</p> <p>There is still a need to continue these programs and experiences</p>	Inter university Social/community
<b>Flinders University</b> <b>Public, Catholic and Independent secondary schools</b> <b>Australian Council for Education Research</b>	<b>Flinders uniEST</b> Aptitude test designed to assess students abilities and aptitude over 3 core areas of quantitative, critical and verbal/plausible reasoning that underpin studies in HE and are needed to succeed Partners with secondary schools to deliver uniEST, enabling greater opportunity to participate in HE Focuses primarily on the education and access needs of students from LSES and regional/rural backgrounds	<ul style="list-style-type: none"> <li>Provide greater access to HE for students who not otherwise be selected on yr12 performance alone</li> </ul> <p><i>uniEST and Yr12 scores play a complementary role in the selection process and the two in combination provide a more powerful means of predicting first year performance than either measure on its own (ACER 2010)</i></p>	<p>Enabled 350 students to participate in HE</p> <p>91% retention rate in HE</p> <p>School leaders see test as valuable and innovative in assisting students gain entry to HE</p> <p>Moved from paper based to online and provides greater access to students from regional and rural locations and streamlines the testing process</p>	<p>Online testing popular as it reduces the administering of the test</p> <p>Flinders Uni reviews course offerings eligible via the test to expand to more students</p> <p>Test provides a baseline to consider further research into efficacy of aptitude testing for HE admission</p>	Inter sectoral
<b>Griffith University</b> <b>Queensland Uni of Technology (QUT)</b> <b>TAFE Queensland Brisbane</b> <b>TAFE Queensland Gold Coast</b> <b>Cooparoo Centre for Continuing</b>	<b>Adult Learner Network</b> Partnership for Adult Learner engagement and support strategy focused on low income adults bridging to HE via generic preparation or yr12 equivalent programs	<ul style="list-style-type: none"> <li>Learn about the motivations, learning experiences and outcomes of low income adult learners bridging back to education</li> <li>Investigate ways to enhance access</li> </ul>	<p>Evidence based approach was devised to inform program delivery and institutional and state policy development regarding these pathways</p> <p>Strengthening cross sectoral and cross</p>	<p>Partnership has already negotiated continued funding arrangements following end of grant to sustain program. Shows the value partners place on their work and dedication to maintaining the program</p>	Inter university Inter sectoral

Partners	Description	Objectives	Outcomes	Future	Partner Type
<p>Secondary Education  <b>Kingston Centre for Continuing Secondary Education</b>  <b>Eagleby Learning Centre</b></p>	<p>Activities include multifaceted learner support, staff PD, research, shared professional practice and public policy activism</p>	<p>to tertiary preparation and bridging programs, support program completion and facilitate transition into tertiary studies</p>	<p>institutional collaboration and partnerships and sharing good practice are good goals            Activities include:            demystification and awareness raising information on access            Scholarships and other financial support            Career development            On campus experiences            University transition days            Changing funding arrangements affect capacity to offer financial support            Website (<a href="http://www.bridgetostudy.com.au">www.bridgetostudy.com.au</a>) provides online resources for students, staff and general community            Research findings disseminated at conferences and to network members            Partnerships activities coincided with a rise in program enrolments            Prior to this partnership no tertiary preparation programs were being run by either university</p>	<p>Committed to HEEP funds to maintain dedicated adult learner staff, maintain key program elements and expand adult learner strategies from their knowledge and contacts developed via the program            The Network monitors changes in VET policy and informs managers of implications and maintains an advocacy role with DETE</p>	
<p><b>James Cook University</b>  <b>Smithfield State High School</b>  <b>Trinity Beach State School</b></p>	<p>Tropical North Learning Academy            Mission is to engage young minds to meet the challenges of the future by offering unique world class education programs from the early years to university and beyond            TNLA partners provide a range of learning enhancements called academies, for students at all stages of learning to ensure smooth transitions between the key junctures of schooling</p>	<ul style="list-style-type: none"> <li>Improve awareness of pathways from primary school, through secondary school and on to tertiary education. It builds linkages and pathways between partners to provide opportunities for students and their families to consider and pursue HE</li> <li>Improve the connection and engagement between members of the TNLA, improve working relationships between partners in development of knowledge, practice and engagement that advance the objectives</li> <li>A means by which relevant strategic opportunities can be identified, evaluated and pursued by partners either jointly or independently with ultimate aim of significantly improving the enrolment and retention in each of the partner institutions</li> </ul>	<p>TNLA has become the key motivator for students at the 3 institutions to achieve within their own studies. Program is highlighted in school newsletter which discusses interactions with JCU            Over 1300 interactions between staff, students and parents over 12mths, anecdotal evidence suggests a widening appreciation of the range of options available to students within JCU and across the HE sector            Too early for quantitative data</p>	<p>Activities being planned by partners with the central focus on the development of personnel connection and institutional understanding so that each partner can deliver on their mission in the best possible way            New research on indicators on when HE aspirations is best fostered            JCU is keen to determine whether earlier intervention leads to improved impact</p>	<p>Inter sectoral</p>
<p><b>La Trobe University</b>  <b>Bendigo TAFE</b>  <b>Bendigo Senior Secondary College</b>  <b>Schools from Greater Bendigo,</b></p>	<p>Bendigo Tertiary Education Partnership            A 2 year program for 2014-2015.            Delivered across 9 regional local government areas that make up a</p>	<ul style="list-style-type: none"> <li>Grow the breadth and depth of HE programs an pathway offerings in regional Vic through developing a long term sustainable partnership</li> </ul>	<p>Improved collaboration between partners            MOU established            agreed terms of reference for governance            joint communication strategy</p>	<p>Pathways Hub Co-ordinator will continue to facilitate outreach and engagement activities on TAFE and uni campuses with student ambassadors</p>	<p>Inter sectoral</p>

Partners	Description	Objectives	Outcomes	Future	Partner Type
Lordon, Macarodon Ranges, Central Goldfields Buloke, Mount Alexander, Campaspe, Gannawarra and Swan Hill	catchment for La Trobe Bendigo campus Program has 3 major elements: <i>Foundation:</i> sustainability through robust governance and planning underpinned by data and evidence which provides a picture of regional student aspiration, participation, attainment, attainment and destination landscapes <i>Scaffolding:</i> Provide integrated Pathways hub to support teaching staff, parents and students to broaden aspirations to include tertiary study. Interventions include school outreach and engagement, capacity building of school teaching staff, career information for parents and industry engagement and participation <i>Reinvigoration:</i> Redevelop 2 HE courses to allow regional participation and collaborative delivery strategies between TAFE and the university	Integrated elements of Foundation, Scaffolding and Reinvigoration will provide a broad and sustainable model for raising aspirations and participation in HE for young people in the region	progress developing joint marketing strategies joint pathway activities	Continue to provide capacity building PD activities for Careers, Managed Independent Pathways and Pathways Teachers	Inter university Inter sectoral Social/community
Australian Catholic uni Deakin Uni Federation Uni Australia La Trobe Uni Monash Uni RMIT Uni Swinburne Uni Uni Melbourne Victoria Uni DEECD Independent schools Victoria Cath Ed Commission of Australia Schools Professional groups	Learn, Experience, Access Professions (LEAP) Targets students from LSES communities to improve participation if HE Uni's provide shared delivery of many activities themed under 6 professions which are traditionally under-represented with students from LSES communities Website complements and extends these activities to further inform students of opportunities with HE Include school workshops, on campus experience days, profession located events and multi day programs for senior students	Demystify links between school, HE and professions Achieved by stimulating students interests in particular fields, enabling experiential learning and engagement with career possibilities Activities challenge and extend students increasing their confidence and enthusiasm for personal possibilities LEAP enhance student understanding of entry to specific fields, supporting informed decision making for successful entry	Feedback from both students and teachers provides indication of program achievements Effective in providing information about nature of work in target professions Successful in providing information about pathways to professions considered very important by students in upper years Teachers believe LEAP having positive impact on students 89% agreed that activities helped students understand value of HE	Currently investigating optimum structure to continue delivery of activities developed to date along with the website as a communication tool with target schools	Inter university Inter sectoral
Macquarie Uni Charles Sturt Uni Edith Cowan Uni Hotspots and Firesticks Program Yaeji Local Aboriginal Land Council Ulujundahi Elders Association Dharug Elders Wirradjuri Elders Sydney Olympic Park Authority	National Indigenous Science Education Program (NISEP) Outreach program that engages with schools and communities in metro and rural SES regions. LEAP-NISEP provides a peer supported learning program delivered on school and university campuses and at partner organisations across NSW and nationally	Stimulate interest in Science and secondary and tertiary education especially by Indigenous youth in a community inclusive manner Increase Indigenous participation in HE Increase level of engagement with Science Increase confidence in science	Before and after surveys identify that students have increased confidence and interest in science and further education Teacher and AEO surveys note improvements in confidence, motivation and an overall interest in study and further education. Parents report that program has influenced their child's confidence in academic abilities and 100% of teachers report that NISEP	Hope to build sustainable growth through development of new partnerships, strengthen existing partnerships and expand range of science outreach activities. Establish a website and social media and use a consistent logo and brand to attract a larger audience and empower existing partners Incorporate Opening Real Science scheme	Inter university Inter sectoral Social/community



Partners	Description	Objectives	Outcomes	Future	Partner Type
Redfern Community Centre Glebe Youth Services Australian Museum Web Video Productions FZZCS National Science Week Australia Inspiring Australia Dusseidorp Forum	Provides positive role models for younger students that broaden their experience of Aboriginal student excellence and that allow peer-supported learning. HEPPP Funded since 2011 Also supported through Inspiring Australia funding	<ul style="list-style-type: none"> <li>Communicate relevance of science</li> <li>Develop communities of practice for sustainability of science outreach</li> </ul>	activities have influenced student engagement with science classes Program is building capacity in raising ambitions and building capacity regarding presentation skills, team work and increased confidence Students identified key components in effecting positive changes in: Hands on Informal structure Feeling of being trusted and involved Inspiring influence of mentors	and Professional and Community engagement program at Macquarie Uni to increase student mentoring and science outreach capabilities	
Monash Uni Uni of Melbourne John Monash Science School Elizabeth Blackburn Science School	SEAMS - Strengthening Engagement and Achievement in Mathematics and Science Aims to increase participation and attainment of LSES and Indigenous students in science and mathematics related disciplines in higher education. Program targets Indigenous in early secondary school and LSES and Indigenous in senior secondary school. Engages students in challenging maths and science experiences through residential camps and online activities to encourage engagement and achievement, boosting students access to a range of uni courses	<ul style="list-style-type: none"> <li>Increase participation and attainment of LSES and Indigenous students in tertiary study involving maths and science</li> <li>Improving students engagement and achievement through strategically tailored curricula, teaching and learning</li> <li>encourage Indigenous students to pursue mathematics and science to senior secondary level and into tertiary level</li> <li>Increase achievements in maths and science fields and increase choice for university study</li> </ul>	Students reported increased confidence, knowledge and skills after participating in SEAMS camps Maths and Science knowledge has increased	Students will be tracked through the program to measure longer term impact. Program will be expanded to involve more schools and maintain a balance of metro and regional schools Aim is develop a sustainable high impact program in 2015 More focus on chemistry and maths in senior camps as key requisites for scientific and health courses Funding options beyond HEPPP are being explored Want to build on the positive experiences of the first cohort	Inter university
Murdoch Uni Curtin Uni Challenger Inst of TAFE AIME - Aust Indigenous Mentoring Experience Dept of Ed WA Catholic Ed Office AISWA Rockingham City Council CCWMA Rockingham Education Development Group Pael Development Commission Multiple schools NFP organisations - Big Picture Education Australia South Metro Youth Link Youth Connect	MAP4U Works with 22 high schools to develop sustainable, school led programs. Partnerships are guided by the school/university compacts (MOCUs) Linking performance indicators, as designed by key stakeholders (including the school(s) with each schools context. Resulting programs fall into 4 categories: <i>Building Academic Aspirations and Achievement (BAAA)</i> <i>Innovative Curriculum and Pedagogy (ICP)</i> <i>Big Picture Academies (BPA)</i> <i>University Enabling Programs (UEP)</i>	<ul style="list-style-type: none"> <li>The major objective is to increase participation in higher education among students from financially disadvantaged backgrounds.</li> </ul>	A survey was developed to collect baseline data including: student demographics educational and occupational aspirations information sources for education or career plans parent/guardian support expectations for future projected future achievements favorite things about school, and school experience. Post-program surveys and follow-up interviews were also designed to gauge whether students who participated in MAP4U programs demonstrate enhanced educational aspirations, and increased intention to apply and attend university, in comparison to students who did not participate in MAP4U programs.	MAP4U will continue to refine school-driven programs to inspire and support the educational aspirations of young people from financially disadvantaged backgrounds living in the Kimberley, Rockingham and Mandurah regions	Intra university Inter university Inter sectoral Social/community
The data revealed students demonstrated high					

Partners	Description	Objectives	Outcomes	Future	Partner Type
<p>Dept of Ed, Training and Employment Australian Catholic Uni Central Queensland Uni Griffith Uni James Cook Uni Queensland Uni of Technology Uni of Queensland Uni of Southern Queensland Uni of Sunshine Coast Multiple schools, community groups and organisations</p>	<p>corridor of Perth Activities include curriculum and pedagogy initiatives,  <ul style="list-style-type: none"> <li>university school outreach programs</li> <li>development of parental support programs students-teacher pathway planning</li> <li>development of academic and alternative learning academies within schools</li> </ul> <ul style="list-style-type: none"> <li>aligning schools with university pathway programs</li> </ul> </p>	<ul style="list-style-type: none"> <li>Stimulate interest in tertiary education and to widen the tertiary participation of LSES and Indigenous Queenslanders</li> </ul>	<p>aspirations towards obtaining a university degree</p>	<p>Benefits of collaboration is being realised and relationships have been developed with schools and communities which they are keen to maintain. New forms of collaboration are being investigated as HEPPP funding draws to an end. Some uni's have committed institutional funds to maintaining elements of the project and some corporate funding is supporting delivery of Indigenous engagement projects</p>	<p>Inter university Inter sectoral Social/Community</p>
<p>Southern Cross Uni Uni of New England Clarence Valley Education Forum Clarence Valley Council NSW DEC Aboriginal Education Consultative Group Maclean HS McAuley Catholic College Gratton HS South Gratton HS Induna Education and Training Unit North Coast TAFE Catholic Education Office Comm Dept of Prime Minister and Cabinet - Indigenous Affairs Group Children's University Trust UK SA Water South Australian Museum City of Playford</p>	<p>The Stelar Program Facilitates a whole of community approach to encourage the interest, aspirations and attainment of local students who are significantly under-represented at university It has been a catalyst for introducing new ways of being, bringing together education, government bodies, students and the community. Run from y6-12</p>	<ul style="list-style-type: none"> <li>Improve uni participation rates by increasing knowledge and understanding of university and careers, building confidence and motivation and improving academic readiness for HE</li> </ul>	<p>Having positive effect of student and parent interest and intention towards university</p>	<p>Partners want to continue close relationships which have been developed and want to continue working on project together. HEPPP funded activities will continue until end of 2015 when funding finishes. Will continue to focus on building community relationships as a key platform to provide role models to support parents and carers who support their children to reach their potential</p>	<p>Intra university Inter university Inter sectoral Social/community</p>
<p>Children's University Australia (CU) SA Water South Australian Museum City of Playford</p>	<p>provides extracurricular learning opportunities to children aged 7-14, and volunteering for 15-18 year</p>	<ul style="list-style-type: none"> <li>offering superior educational experiences for children outside of school through CU, children are</li> </ul>	<p>Evidence from the pilot group showed that children engaged in CU activities had increased school attendance, punctuality, and students' behaviour showed marked</p>	<p>Various uni's interstate have expressed an interest in expanding the program and recognise that it is a powerful tool for building community engagement and</p>	<p>Intra university Inter university Inter sectoral Social/Community</p>

Partners	Description	Objectives	Outcomes	Future	Partner Type
<p>Carlewe (South Australian youth arts organisation)</p> <p>South Australian Migration Museum</p> <p>Art Gallery of South Australia</p> <p>Adelaide City Council</p> <p>Adelaide Zoo</p> <p>Adelaide Botanic Gardens</p> <p>Adelaide Arcade</p> <p>Adelaide Festival Centre</p> <p>Tandanya National Aboriginal Cultural Institute</p> <p>Red Cross</p> <p>Rundle Mall Group</p> <p>Sammy D Foundation</p> <p>The University of Adelaide</p> <p>The Other Side of Science</p> <p>The Australian Research Council</p> <p>Centre of Excellence for the History of Emotions</p> <p>Barr Smith Library</p> <p>Confucius Institute (The University of Adelaide)</p> <p>Upside Down Circus.</p>	<p>olds. <i>CU</i> seeks to engage children in learning in its broadest sense and provide the scaffolding to develop self-efficacy, confidence and aspirations. <i>CU</i> is child directed, with each child choosing to be involved, and choosing what they would like to participate in. Although open to all, <i>CU</i> aims to reach children facing disadvantage and is at the forefront in cultivating children's love of learning and boosting their aspirations.</p> <p>The benefits for students are to extend the learning opportunities beyond school and to assist children in making their own decisions about learning. It allows them to explore and develop new talents and interests and interact with people who have similar interests. <i>CU</i> also offers children the chance to manage and measure their own success through receiving certificates and public recognition.</p>	<p>encouraged to explore and discover new ideas, concepts and experiences via public and restricted (school-based) Learning Destinations.</p> <p>The model leverages local educational and learning activity providers, including sports clubs, museums, galleries and school clubs.</p> <p>A strong emphasis is placed on acknowledging the value of learning experiences and environments in which children engage.</p>	<p>improvement.</p> <p><i>CU</i> emphasises the value of accessing the wide range of learning experiences and environments in which children engage. Nurturing successful and independent learners is at the forefront of the <i>CU</i> mission; for children to develop resilience, optimism and confidence. Evidence has shown that children who participate in <i>CU</i> become more adaptable learners, and able to make their own choices. The University of Cambridge's evaluation of the program shows that participants have better attendance, attainment and achievement in school. The 10 noted measures of success for <i>CU</i> participants are attendance, attainment, achievement, attitudes, adventure, awards, agency, aspiration, adaptability and advocacy.</p>	<p>capacity.</p> <p><i>CU</i> will also look to establish greater links with Aboriginal and Torres Strait Islander communities and develop partnerships and learning opportunities that are culturally appropriate and engaging for Indigenous children</p>	<p>Inter university</p> <p>Inter sectoral</p> <p>Social/Community</p>
<p>Uni of Canberra</p> <p>The Aurora project</p> <p>The Australian National University</p> <p>Commonwealth Dept of Education</p> <p>Charlie Perkins Trust for Children and Students</p> <p>ACT Aboriginal and Torres Strait Islander Education Consultative Group</p>	<p>The Aspiration Initiative Family Conference</p> <p>The Aspiration Initiative (TAI) is the name for a collective of Indigenous education projects.</p> <p>We are broadening the conversation about what is possible for Indigenous Australians in relation to academic achievement – from school attendance and minimum benchmarks to academic excellence in Australia and on the world stage.</p> <p>The Aspiration Initiative projects include:</p> <ul style="list-style-type: none"> <li>• <a href="#">TAI's Academic Enrichment Program</a> for Indigenous students - a pioneering, 5½ year pilot program for high school students in NSW, Victoria and WA.</li> <li>• Indigenous Scholarships guidebooks - the Indigenous students' guide to postgraduate</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number of Aboriginal and Torres Strait Islander students eligible for direct entry to university from high school</li> <li>• Increase the uptake of Indigenous scholarships for tertiary study</li> <li>• Increase the number of Indigenous scholars successfully completing postgraduate studies at leading international universities</li> </ul>	<p>Feedback that conference was useful, beneficial and relevant and that participants would attend another conference.</p> <p>Valuable to meet with TAI staff</p>	<p>Upcoming camp for students to be held in NSW and Vic</p> <p>For yr11 students and the theme is growth</p> <p>Focus will be on political literacy and the development of an academic voice and standpoint</p> <p>Camp will explore how students engage with TAI and the world – socially, culturally and academically – and will culminate in students producing writing that will be published on <a href="http://www.dusseidorp.org.au">www.dusseidorp.org.au</a></p> <p>Want to expand student networks and offer educationally enriching activities that assist with senior study skills and focus on transition to university</p> <p>Further government funding has been obtained which will enable new activities to be undertaken.</p>	<p>Inter university</p> <p>Inter sectoral</p> <p>Social/Community</p>

Partners	Description	Objectives	Outcomes	Future	Partner Type
Uni of New South Wales Centennial Park Education Centennial Parklands Foundation ASPRE Partner Schools	<p>scholarships in Australia and overseas (2010) (Postgraduate Guide); and the Indigenous students' guide to undergraduate scholarships in Australia (2011) (Undergraduate Guide);</p> <ul style="list-style-type: none"> <li>The Indigenous Scholarships <a href="#">website</a> - a website detailing university scholarships, and a monthly e-newsletter (since October 2011).</li> <li><a href="#">Aurora Indigenous Scholars International Study Tour</a> - an annual opportunity for a number of high performing students and graduates to visit leading universities in the UK and US.</li> <li><a href="#">International scholarships</a> - scholarship opportunities for graduates to study overseas through the Charlie Perkins Scholarship Trust and Roberta Sykes Indigenous Education Foundation.</li> </ul>	<ul style="list-style-type: none"> <li>To open students eyes to the a broader spectrum of educational and career opportunities, such as those presented by the existence of green spaces in urban environments</li> <li>Explicit connections are made between activities, the broad degree programs to which they relate, and the subsequent career pathways available to students</li> </ul>	<p>Qual feedback indicates that activities offered are engaging and valuable. Teachers report that students leave the park precinct with a broadened understanding of study and career opportunities available to them.</p> <p>For regional students they get a sense that living in a large city such as Sydney might be possible and enjoyable for them</p>	<p>Focussing on partnership developing STEM related academic enrichment resources and opportunities in order to engage students in the primary and early secondary years. Ongoing relationship with Centennial Park</p>	Inter sectoral Social/Community
Centennial Parklands Education Access Pass Offers opportunities for students from disadvantaged, regional and remote schools to visit Sydney's iconic Centennial Parklands precinct.	<p>The program actively engages students in scientific methodologies and investigations such as classification of species, water quality testing, environmental impact studies and exploration of the factors influencing the growth, development, adaptation and diversity of ecosystems.</p> <p>Staff from the Education Precinct at Centennial Parklands work closely with UNSW ASPRE to tailor activities appropriate to the varying interests and needs of visiting school groups.</p> <p>This partnership highlights to students the diverse skills required to manage ecosystems.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>Qual feedback indicates that activities offered are engaging and valuable. Teachers report that students leave the park precinct with a broadened understanding of study and career opportunities available to them.</p> <p>For regional students they get a sense that living in a large city such as Sydney might be possible and enjoyable for them</p>	<p>Focussing on partnership developing STEM related academic enrichment resources and opportunities in order to engage students in the primary and early secondary years. Ongoing relationship with Centennial Park</p>	Inter sectoral Social/Community

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Uni of Newcastle Family Action Centre – faculty of Health and Medicine AIM HIGH Program English Language and Foundation Studies (ELFS) The Smith Family Irrawang Public School Throu Waila Family Centre Schools and Community Centre Cessnock East Public School San Remo Neighbourhood Centre	This partnership overcomes the issue of social exclusion as a result of transport disadvantage  UN4YOU Provides activities to support the engagement of economically and geographically marginalised adults in the Uni of Newcastle's enabling program, <b>OPEN FOUNDATION</b>  Aspiration is stimulated through pre-enrolment study and information sessions in accessible locations within communities. Weekly study meetings encourage students successful completion of <b>OPEN FOUNDATION</b> .	<ul style="list-style-type: none"> <li>Increase awareness of access pathways and understanding of the support available to enable successful completion</li> <li>Provide information and support to adults that may never have tertiary identified tertiary study as an option for them or have previously attempted tertiary study but not succeeded due to socio environmental factors</li> </ul>	58% increase in HE enrolments from the community in 2014	Continued promotion and scheduling of activities in current area of influence Additional support for student's partners and extended family will be offered. Expanded to additional communities	Intra university Social/Community
Uni of South Australia Dept for Education and Child Development South Australian Aboriginal Sports Training Academy Tasoudi College Port Adelaide Football Club Australian Indigenous mentoring Experience Training Academy Aboriginal Power Cup All funded through HEPPP	UNISA Partnerships 4 key programs focus on capacity building and academic achievement for Aboriginal and Torres Strait Islander students and graduates Deadly Alumni Australian Indigenous Mentoring Experience South Australian Aboriginal Sports Training Academy Aboriginal Power Cup All funded through HEPPP	<ul style="list-style-type: none"> <li>To become the university of choice for Aboriginal and Torres Strait Islander people in South Australia and beyond</li> <li>Provide deeper engagement with STEM learning concepts</li> </ul>	Formal Alumni chapter being finalised and further partnerships with the Indigenous Internship program (Career Tracker's) are being developed. Educational program engages via sport at SAASTA and uses this engagement as a way to improve student achievement and increase awareness of HE pathways	Continue with existing program New partnership between Uni SA and Port Adelaide Football Club will extend the focus on Aboriginal education	Intra university Inter sectoral Social/Community
Uni of Southern Queensland Queensland Dept of Education Training and Employment Small town Culture 80 Primary and secondary schools in Queensland Darling Downs and South West Region	Small Town Culture Is a music label developed by Josh Arnold, singer/songwriter and supported by USQ to enable students to have their voices heard. Josh delivers workshops and helps students to write, sing and perform music about their home towns and their aspirations for the future. The work builds self confidence in students from culturally diverse and Indigenous backgrounds	<ul style="list-style-type: none"> <li>Empower students to make choices about their future that results in improved HE participation</li> <li>Achieved by building self confidence in students and pride in their school and community and encouraging school engagement and attendance</li> <li>Gives students the opportunities to interact with the university in a non-threatening environment that encourages a connection with HE</li> </ul>	Data shows positive response to the workshops and to Josh as a teacher and mentor Participants would like the opportunity to continue working with STC Comments indicate an increased pride in the community and positive experience for the students leading to a range of outcomes.	As success of program has become widely known, the expansion of its content has become apparent. ST Music Camp has been funded which brings together talented students from regional and remote areas of SW Queensland. This will enable students to work with musicians and music producers to develop their musicality and build relationships with peers that will help in their future studies and life beyond school	Inter sectoral Social/Community
Uni of Sydney Sydney College of the Arts Faculty of Education and Social work Sydney Medical School South cares Campede (Out of School Hours Care) 25 metro and regional NSW primary	Compass Film and Animation Workshops Program delivers highly engaging workshops that reinforce communication, team work, problem solving, creativity, literacy and digital literacy skills. The experiential nature of the creative imagining of a narrative and depiction of the story arc using digital technology	<ul style="list-style-type: none"> <li>Projects developed with schools using principles of community development to ensure that content is relevant, aligns with key learning areas in the curriculum, meet school plan outcomes and provide learning enrichment in areas identified by the school community</li> </ul>	The experiential nature of the program results in increased technical and production skills for the students involved. The collaborative nature of film projects also builds significant teamwork skills Qual feedback from students and staff reflect success in achieving these outcomes Teachers have also said that their skills have	FP5MA (Film Production and Stop Motion Animation) is highly valued program in Compass partner schools. New funding sources are being investigated to ensure longevity of the program. School contribution model will be trialed to supplement existing funds. Sustainability strategy of using pre-service	Intra university Inter university Inter sectoral Social/Community

Partners	Description	Objectives	Outcomes	Future	Partner Type
and secondary schools	results in increased technical and production skills for the students involved.	<ul style="list-style-type: none"> <li>Working with academics and project staff ensure that meaningful links between interests and future option in HE are reinforced</li> </ul>	been developed as well.	teachers to deliver workshops in schools, or a volunteer option for experienced uni students to run workshops	
Uni of Tasmania Tasmanian Dept of Education Parks and Wildlife Services Tas TAFE The Smith family Circular Head Aboriginal Corporation Six Rivers Aboriginal Corporation South East Tasmanian Aboriginal Corporation Weetapoona Aboriginal Corporation Guilford Young College St James Catholic College Burnie City Council	Pathways to Success The project will augment existing UTAS programs and services to expand pathways to higher education through key university-community partnerships. These pathways are aimed at preparing the four key industries of health, manufacturing, tourism and food to help drive a stronger future economy. Importantly, as a partnership venture involving UTAS, the Department of Education, TasTAFE, and numerous educational and community organisations, the Pathways to Success project aims to grow and strengthen the professional networks that will help sustain and develop successful project initiatives long after the project has run its course.	<ul style="list-style-type: none"> <li>Aims to increase participation in HE and enable current and future students, families and communities to engage with career possibilities aligned with Tasmania's industries of the future: food, tourism, advanced manufacturing and health</li> <li>Target Tasmanians who identify as Aboriginal or from LSES backgrounds</li> <li>Ensure target groups can participate in a future skilled economy</li> <li>Increase participation in HE through initiatives which build aspiration, provide smooth transitions and enable current and future students, families and communities to engage with careers aligned with Tasmania's industries of the future</li> <li>Desired outcomes include informed and lifted aspirations and understanding of the value of HE and an improved rate of successful transitions to HE courses that are preparation for jobs in industries of the future</li> </ul>	Qualitative data collected. Feedback that excursions provide valuable information and inspiring personal journeys from industry representatives. Format was considered engaging and led to the objectives of the activity. Participants indicated a clearer understanding of relevant training and skills required to pursue careers in tourism.	Plan Campus open days and evenings Speakers to highlight jobs of the future and educational pathways to these jobs Health focused initiatives include career information sessions for current career workers in aged care and disability. Advanced manufacturing initiatives include Developing Regional Interest In Future technologies. The aim is to develop positive relationships between schools, students and industry while showcasing authentic learning experiences in local advanced manufacturing industries. Mapping connections is also a future project to provide state wide audit of industry resilience within advanced manufacturing	Intra university Inter sectoral Social/Community
Uni of WA Aspire WA School of Indigenous Studies SPICE – secondary science teachers enrichment program International Centre for Radio Astronomy Research (ICRAR) Jnt Astronomy with Curtin Uni 16 Aspire UWA partner schools Scitech Discovery Centre	Aspire to Astronomy Works with partner schools in WA to inspire and educate students about the benefits of HE The roadshow was a collaboration of education and teacher enrichment partners who are passionate about science and astronomy and keen to share this enthusiasm with regional communities	<ul style="list-style-type: none"> <li>Overarching objective was to engage regional students, their families and communities in discussions about the importance of HE</li> <li>Engage the community with the richness of uni life</li> <li>Inform them of opportunities and support available to regional students at uni</li> <li>Provide unique PD opportunity for teachers</li> <li>Create an opportunity for scientific experts to reach a large number of students</li> </ul>	Tours all successful with all objectives met and at times exceeded. Delivered an inspirational experience that fostered positive attitudes towards science and education in regional communities Positive relationships that developed as a result of the tours have led to all initiating further regional projects	Further collaboration have been inspired with new and current collaborators. Collaboration has raised interest in pursuing further research on understanding barriers for regional students	Intra university Inter sectoral Social/Community

Partners	Description	Objectives	Outcomes	Future	Partner Type
Uni of Wollongong AIMIE Dr Gawaian Bookin Andrews - Macquarie uni	AIMIE and the Uni of Wollongong Mutually beneficial partnership has resulted in outputs to AIMIE for use in their program, funded educational opportunities for Indigenous students at both undergraduate and postgraduate levels; and the design of statistical tools for the collection of quant data on the program	<ul style="list-style-type: none"> <li>Promote the Square Kilometre Array (SKA) project</li> <li>Program addresses educational inequity through a mentoring program designed to improve high school completion rates of Indigenous students</li> <li>Partnership was designed to analyse and evaluate the progress against KPI's and report on the viability of an expansion</li> </ul>	<p>Dissemination of key findings that supports the ongoing benefits of AIMIE model</p> <p>Research team has adapted approaches to data analysis, engaging in group analysis so that a range of perspectives and epistemologies can be applied to the data collected.</p>	Current funding goes through to 2014. Ongoing analysis is required	Social/Community
Uni of Wollongong Dept of State Training Regional Development Relations UOW College Eurobodalla Adult Education Illarawa retirement Trust Southern pathology TAFE NSW	Supported Pathways Programs Designed to improve participation of LSES and Indigenous people in HE Involves collaboration with local government agencies and RTO's to raise educational capacity of the Illawarra SE Region Partners identify skills shortages in the region and provide tangible pathways and vocational qualifications to further education and employment	<ul style="list-style-type: none"> <li>Design programs that meet the needs of each organisation around employment and develop skills and knowledge of individuals they work with to make a successful transition between each phase of the pathway</li> </ul>	<p>Ten students successfully completed the programs and were offered employment with 5 moving into employment and 5 enrolling into uni degree</p> <p>Program expanded in 2014 to 158 students across 5 RTO'S</p> <p>Program has provided awareness to pursue HE and the skills and knowledge to translate that awareness into success in HE</p>	Value recognised and keen to continue partnership into the future	Intra university Inter sectoral Social/Community

## **7.7 Appendix 7: Interview Data**



## Interview Data Coding

Code	Category	Theme
Program design	Program Planning	Program Information
Program activities		
Program objectives		
Planned outcomes		
Program Service Delivery		
Service delivery		
Stakeholder consultation		
Users of program		
Program information		
Classification of equity programs		
Program activities	Program staff	Program Challenges
Program number of staff		
Delivery staff skills/background		
Program staff recruitment	Time	

Code	Category	Theme
Evaluation		
Partnerships	Partnerships	
Internal partners		
External partners		
Staff collaboration		
Evaluation	Evaluation	
Feedback tools Existing evaluation		
Evaluation experience	Practitioner related	
Self-efficacy of practitioners to evaluate		
PD for evaluation		
Barriers for equity practitioners		
Organisation structure	Institution/Govt/Policy related	
Institution decisions		
Institution strategy		
One stop shop for users		

Code	Category	Theme
Reporting		
New reporting format		
Longitudinal data		
Overarching political context		
Funding		
International models	Existing models/Frameworks	
Existing framework		
What does success look like		Indicators of Success

Interview Questions	C1	C3	C4	C5
<p>Tell me about the equity program you are involved with?</p>	<p>I am involved in the [redacted] in the Community stream of the broader [redacted] program which is addressing [redacted]. It's funded through HEPPP till the end of December 2012 and the objectives are around raising aspirations and understanding and access to university and transition to university. So it's about how we can provide a suite of components as a hub of support that we can pull together and provide on an as needs basis, case by case basis to impact on a certain need in the community. Whatever that driver might be? Knowing that we have key target groups that we'd like to reach to. Those who are not traditionally reached through normal activities, and principally that involve partnerships in the community space. Whether it's with agencies, government agencies, not for profit groups and so forth. So being able to share information and resources and collaborate with them to better support and improve the life chances of the groups that they are working with.</p>	<p>We run quite a lot of different programs so... most have components of HEPPP funding... a faculty one to one and industry one to one. So I will go industry or the department of education and say that HEPPP has given me X amount so can we do a one to one or a two to one... I try and get industry support as much as possible so all of them have some element of HEPPP in them.</p> <p>They are 3 main types of programs. The first type would be an access program so we would be providing tuition support for STEM subjects... science, maths, technology, engineering support... to students to come to uni in the form of tuition and extra classes, information sessions etc...</p>	<p>I suppose the whole cohort of [redacted] people across all ages. In terms of support, what I do is provide student support and referrals. So if a student comes to me with an issue which is impacting on their ability to study I will help them overcome that issue. It could be personal or academic. The program is not limited for specific types of issues that can be addressed. It's more along the lines of if I can help them. If I can't then I can refer them on to other [redacted] support services or external support services. So that's the support role. In terms of Outreach then it's more along the lines of raising aspirations of Indigenous people in the community or within schools. So it's going out promoting our courses and talking to students about coming to university, exposing [redacted] and [redacted] to the [redacted] community about it is possible coming to university. I suppose there is that option and it is possible. You don't have to go through TAFE and if you want to start looking at other post school options you can come to uni. It's just exposing and raising their awareness about coming to university more than trying to get them enrolled at [redacted].</p>	<p>I run one program and there are a few different pilots within that</p> <p>The main one is an accredited program called [redacted]. We call it [redacted]. Here. It based on an American Framework from the 70's. It came to Australia about 15 yrs ago. The University of Wollongong was the accrediting centre and the national trainers. It does help having some accreditation and some rigour behind what we do, and being able to draw on their 15yrs of experience is a big help too. There's a Journal of Peer learning that is set up that is ERA (education research) rated. So we have to get harder data and that</p> <p>Its been running at [redacted] for four years. It was piloted in 2011.</p>
<p>Tell me about your role within the program?</p>		<p>I am and I do a lot of the work myself because I love it.. So where ever I can I go to a primary school, so I would rather miss the evaluation meeting and go to 2 primary schools... its important for me to understand what's going on at the primary schools because I am a teacher. So I like to see the facilities, I like to see what's going on in the classrooms, speak to the teachers, see the work they're covering, see the standard. I can also... I am not able to judge and assess effectively.. But I tend to know when someone is not a science or maths specialist, then I can build that into my planning. I can say when we send someone out to that school, we will send a</p>	<p>Because with my position as the [redacted] funded, so under that I have objectives or things I need to achieve in my role. My role covers Access, Support and Outreach and they made this role because they axed the student equity advisors last year, so they still wanted to keep an [redacted] student specific role and so I was in that position last year as the [redacted] student equity advisor and they just renewed my contract and now I'm back as the [redacted]. So within that role that I do is kind of improving Access pathways for Indigenous students and</p>	<p>I am the manager of [redacted] and we run [redacted] learning initiatives.</p>

Interview Questions	C1	C3	C4	C5
<p><b>How many staff are involved with preparing and delivering the program</b></p>	<p>Exactly it's the what and the how is part of the project implementation planning and the brainstorming we will do around it. Whether there is a working steering group with one person from each component that we decide to do. That might be the strategy we take to keep things moving. This is where we are at now. But we haven't got down to the detail yet and we are still developing the plan around it. So we had a base plan. There was an opportunity to use a social enterprise group outside of [redacted]. The [redacted] Project, the bike workshop guys doing empower and build capacity. So that was the original opportunity to run a 10week course at [redacted] for 15 odd students, except then we went well how can we add breadth and depth to that to really meet these [redacted] objectives and then that's bringing in the most relevant components and the component could be really small though [redacted] because we got a capture [redacted] activity coming onto campus for a demystifying activity where they're taking fabulous photos, getting points and using teamwork is a 40 minute activity. And if we group that with other on campus and engagement activities.. so we have an engagement day around some activities then</p>	<p>science education specialist there, or if they're doing really well... a school Piara waters for instance... have a level 3 classroom teacher who is a Science specialist so there it would be just a case of basically saying look I have access to this kind of equipment, you use it... and so it's really just for me to gauge... So as top class as my mentors and presenters are they are not able to do that. They tend to a subject specialist within an area of engineering or science, not education. They don't understand education. So I like to be involved. I like to be very hands on with the hiring and training of the mentors... I do that all myself still... you know I evaluate them and give them feedback because they are not teachers, so I try and give them some feedback and tips as well.</p>	<p>members of community, to access higher education, so to come into university</p>	<p>Yes I think we finding the best facilitators are the ones who were previous participants because they know the value and the learning methodology behind it. So what they do is we getting referrals from existing facilitators.. we ask them to keep an eye out for people who you think might be suitable in terms of communication style and in their content knowledge, so we get referrals there. But the main thing is from the unit co-ordinator, especially if it's a new unit. We may not know anyone in that unit so we mainly go through the UCs. Sometimes people knock on our door and say they have heard about and would like to work for us..</p> <p>Yes some of the best training on campus. I have used my English language teaching background and the training supplied by the national PASS centre to make something that's working really well. We run two days full training, it's pretty intensive. We have a pre training study guide that's about 5hrs worth that's they do at home. Then they come for two full days and then we do final day with the old and the new together.. just doing a refresher and marketing, and any changes to systems and procedures. The</p>
<p>And so I run that. I am the co-ordinator as well and work closely with all our [redacted] staff and [redacted] staff. That relationship is really important to have as we need their feedback, we need them to really encourage students to participate in the program, attend events, evaluate our program at the end of semester, complete our surveys and evaluation forms and then that kind of gives us an indicator if we're on the right track, is this program working or not working and things we need to improve on. So what we found last year was that we weren't getting students accessing their mentors and it was an online mentoring activity and then trying to get them to meet face to face once a month. We found that wasn't working and it might have been a cultural issue as well. Normally [redacted] people like the face to face, sense of belonging and social interaction with other people from their cultural group is how we should be engaging them. So we only had one event last year each semester and the feedback we got from mentees and mentors was that there wasn't enough face to face stuff happening and so I think for this year our program is focusses more on face to face contact with one another. So that's why we</p>	<p>I've got one. So they are all part-time. I would say that when I try and report to faculty, they probably add up to one and half people. So 1 1/2 people. So I have a 0.2 person, 0.4 person and they are the teachers. And the mentors I have 6, I tend to recycle them. I tend to select them on their ability to teach as well. So if they can tutor maths and physics or whatever, I try and help them. I also try to get them to diversify their skills as well. So probably 8 people in total. And then I have a bank of 1 or 2 people that I can call on as reserves as well.</p> <p>Yes... I use a mixed bag. Because its HEPPP money I try and use (forgive for what I am going to say) HEPPP adults, so I use low socio students. My kind of chief presenter, my kind of top guy that does most of the work for me has some real disabilities. He would be a prime low SES candidate because of his background, because he is kind of chipping away and doing a unit a semester, can't afford it and the rest of it, so there's that. I also have a qualified science teacher who does a lot of work for me. She kind of has two issues, two disabilities. I generally use... I try and fit the HEPPP profile.. so the person going to the school knows and understands who they are dealing with. They may not understand education as such but I try and get someone from [redacted] to</p>	<p>And so I run that. I am the co-ordinator as well and work closely with all our [redacted] staff and [redacted] staff. That relationship is really important to have as we need their feedback, we need them to really encourage students to participate in the program, attend events, evaluate our program at the end of semester, complete our surveys and evaluation forms and then that kind of gives us an indicator if we're on the right track, is this program working or not working and things we need to improve on. So what we found last year was that we weren't getting students accessing their mentors and it was an online mentoring activity and then trying to get them to meet face to face once a month. We found that wasn't working and it might have been a cultural issue as well. Normally [redacted] people like the face to face, sense of belonging and social interaction with other people from their cultural group is how we should be engaging them. So we only had one event last year each semester and the feedback we got from mentees and mentors was that there wasn't enough face to face stuff happening and so I think for this year our program is focusses more on face to face contact with one another. So that's why we</p>	<p>Yes I think we finding the best facilitators are the ones who were previous participants because they know the value and the learning methodology behind it. So what they do is we getting referrals from existing facilitators.. we ask them to keep an eye out for people who you think might be suitable in terms of communication style and in their content knowledge, so we get referrals there. But the main thing is from the unit co-ordinator, especially if it's a new unit. We may not know anyone in that unit so we mainly go through the UCs. Sometimes people knock on our door and say they have heard about and would like to work for us..</p> <p>Yes some of the best training on campus. I have used my English language teaching background and the training supplied by the national PASS centre to make something that's working really well. We run two days full training, it's pretty intensive. We have a pre training study guide that's about 5hrs worth that's they do at home. Then they come for two full days and then we do final day with the old and the new together.. just doing a refresher and marketing, and any changes to systems and procedures. The</p>	

Interview Questions	C1	C3	C4	C5
How is the program delivered	So as far as delivery goes, some of these people go out to where the people are and then some of it is coming onto campus as well... so that mixes that up. The bike one would be one of those community programs. And there will be probably about 6 or 7 that we work on throughout the 18mths. So some of them are not up and running is that right? No because we haven't had a team. I am only just getting my team. So I can't even approach	We go into the classes	Its normally, I suppose my first main point of contact if through the community so we attend Career expos. Last year we also did regional school trips. I am not doing that much this year. But we are getting school visits through [redacted] and [redacted]. Students and so I work with them in organising student visits especially if there is an indigenous cohort of students or if they have indigenous students as part of the school. BHP actually wants to bring their school based trainees here for a visit and that's	Yes it does. The framework consists of... its inclusive, its voluntary, its non-remedial. It focuses on difficult units not weak students. It's collaborative, peer led and face to face. We are also exploring an online environment. It's trickier but we have a model now which we think is working. Face to face is where most of the trust is and it's a much more efficient form of communication. That's why we meet face to face, you know. So that's the program. The challenge with us for equity is... we have just
	that groups a few things together and its less projected planning around that. But others like including Enactus and having to promote or sell the concept to [redacted] or the [redacted] team they are more time-consuming, some take more time than others.	go to [redacted] primary school, or I try and get someone who clawed their way up the Geology ranks and did the mining challenge at [redacted]. So I try and recycle HE-PP money if that's what it is. So I use students. My second in charge is nearly qualified as a teacher, so he is a maths and science teacher. [redacted] is a teacher but she just does part time work. I think she is doing her PhD as well. And then random students across the faculty... Because I accessed some [redacted] money from the school last year, I am also using some from [redacted] just to integrate and to give us a more kind of a diverse flavour as well. So its not just the same people all the time, I try and use indigenous, one of my students is indigenous although he doesn't self-identify, but he definitely understands. So the work in the regions he gets, I can actually send him up there and there are no cultural competency issues at all. He really just does understand and gets on with them and he can basically tell it out and say to the kids stop buggingger around... You know if you want to achieve if this is my pathway, this is how I do it.	have the three.	training we do is very skills based and is based on a lot of instruction technique taken from the ESL classroom. ESL teachers are probably the best at it because you can't... it's very difficult to get someone to learn a language unless you can get them to interact. So by nature of what we're trying to do we have all these skills that we use and its working well, because this is collaborative working environment where students work with each other. It's very much like a flipped classroom model  The facilitators have to submit a weekly session plan. So they write a lesson plan. Student centred learning requires more prep outside the classroom compared to teacher centred learning. You can't just walk in and start talking at people. So they submit it to their senior facilitator who is responsible for a group of about 5 and they will check it and give advice and feedback. I will also check and talk to the seniors and check their stuff. Yeah we have about 30-34 facilitators and they run about 50 sessions a week. It's going to get bigger and we will probably expand by about 30% in 2015. And their skill has to be high. That's why the training is so intense. If the students don't perform and get anything out of it then they won't come. Whereas a tutor has the coercive power of assessment and knowledge that they need to know.

Interview Questions	C1	C3	C4	C5	
<p><b>Who are the main users of the program and how are they identified</b></p>	<p>partners because I can't keep the momentum going.</p>	<p>In my previous role I did a bit of work in mapping community outreach and to see who we're reaching and who we're not reaching. What was timely outreach initiative or there's was particular focus on homeless people at the moment or those adults who have been disengaged from education for a while, the jobless in the community and young mothers came through as particularly in need in of support as well as migrant communities. So it was really trying to dig into the low SES groups. So those that might be at risk of being socially excluded and how education can improve their social inclusion and really just looking initiatives that can really try and reach the groups we just don't reach through our other outreach activities</p>	<p>No not only secondary it's with anyone who has had an absence or a chink in their pathway to university... so someone who is on a non-standard pathway... someone who perhaps chose the wrong subjects at high school or someone that didn't do yr12 for whatever reasons. Not always low SES students but the problems that they have manifest in the same way as low SES students does... so the fact that we have always been supportive of that work... it's the same profile of student... they may live in Applecross and may live in a non-low socio area but their parents may not have come to uni or there might not have been a driving force for them to come so that's our first type of program... Not huge numbers of students there but from transition and a turnaround point of view it's still successful for us so that's why we still have a presence in that market. If we are not present in that market those students would never be able to come to our faculty.</p>	<p>happening on the 16<sup>th</sup> July and that will be really good. They have 7 trainees there and all are high school students. So it's about raising their awareness about coming to university, how to get in, the course we offer and what support is available.</p> <p>Yes. So attend Career Expos, school visits. I know [redacted] the manager of [redacted] in [redacted] so she and I work together on running the school visits as well. I know she does a lot of Outreach work as part of her role and I suppose we just do it together, going out to high schools and talking to students, getting students through here and you know doing the same thing.</p>	<p>come off HEPPP for next year. Up until now we have been HEPPP funded. But we only attract only up to 15% of low SES students who come to our program. It's still higher than the university average... the uni baseline there... which I think is about 12%. So that's one of the concerns. But the way our program works is that the facilitators are not the teacher. The facilitators get the group to teach each other. The facilitator does guide and direct because they know the content... so you need the strong and the weak. You need a variety of students coming in</p> <p>We have an intensive marketing strategy... we have an integrated strategy using... we have roughly around... It's hard... we have a few measures that we use... So we promote through Blackboard. At the moment we operate in 22 units so we don't broadcast to the whole university, there's no point. It creates noise. We target the Unit Co-ordinator. We build strong relationships with them.</p> <p>Yes and we attach... our unit is attached to the BB site so they will see it... it's in the unit outline and they will see it as part of their unit. We do lecture promotions. We do training in how to give a lecture presentation and they can do a 3 or 4 minute presentation in week 1. We use email, BB announcement, follow up promotions if needed. But I can give you all this anyway... Yes it on the [redacted] Website...</p> <p>So the unit co-ordinator is key... So that's just some of the promotional channels, posters, emails... BB is now on the new channels... It shows the importance of it... So that's how we recruit them. So its open to all students in that unit... This is the participants... And we have a very good hit rate, around 95%</p>

Interview Questions	C1	C3	C4	C5
<p>Why did you decide on this particular target group</p>		<p>Yes. So Lockridge for instance is treading on the edge of closing down. Yes its population has shrunk considerably over the last while and so we don't have a vested science interest at Lockridge. There's no particular motive or motivation for us being there. Just really to assist them a low SES school facing closure, the community has lost confidence in the school and we felt that's the kind of school we should be working with rather than good schools where we have a track record and systems in place.</p>		<p>awareness. But attendance is our biggest issue... We are currently sitting around 9% of enrolled students attending 5 sessions or more..</p> <p>Yes and we encourage them to refer strong students as well as weak.. the annoying strong students who want all your time attention and are whinging about 95% on their assignment and want to know this and that.. refer them to UniPass as well. They can be extended by mentoring and teaching others. Send your weak students too...</p>
<p>What are the main activities within the program</p>		<p>Yes so we run some classes here at the uni so kind of like try before you buy... maths, physics stuff, chemistry... we also offer a one to one interview and support system to kind of map out a pathway for them and refer to... we have a couple of partner colleges. [redacted] and [redacted] Colleges.. so we refer students there to do short courses to prep themselves more. There's a component of HEPPP funding in that...</p> <p>Then our main HEPPP program that we are running this year (2014) is with very young school students. So instead of saturating the market higher up in yrs 10, 11 and 12 we decided to go back and do some real ground-breaking or not really ground-breaking but some long term longitudinal aspiration raising work with yr 5 and 6's. So we have chosen 4 hub high schools as partners so that we can have the [redacted] high school and primary school partnership. The students from those low SES schools can then see the continuum.. primary school connecting to high school which they will probably end up going to and then obviously with us... somewhere the kind of third or top third of their goal. So we have the [redacted] Challenge... we have less and less women mainly and low ses students choosing mining. Students tend to know mining in low SES areas to be related to truck driving, train driving, labour force jobs which are fairly well paid..</p>		<p>Participant students... they do Peer centred learning activities. We don't so assignments or any form of assessments.. we will concepts around assessment but we wont touch specific questions. Its important to keep that out of the classrooms</p> <p>We have some 90min ones and some 2 hour ones depending on the specific unit needs. On average they are 1 hr sessions. Again consistent student feedback over the last four semesters always is asking for more.. should be a 90min session. We have to look at that but again that reduces what we can support.</p>



Interview Questions	C1	C3	C4	C5
		<p>so their understand of mining and the mining industry is a bit warped. We know that by time these yr 5/6's get into the job market, those jobs wont exist.. because [redacted] is actually working on mechanisation and removing things like truck driving and train drivers.. we are moving towards automated and GPS type things. So we really wanted to expose kids to the industry but teach them about other jobs that they didn't know about like mining engineers, detonation experts, Rock Engineers... Metallurgy... so the technical type jobs that are related to mining that wont disappear and wont be phased out with mechanisation. So the aim of the program is that but its really quite hands on and fun. We go in and train them at schools. We go to their primary school and train them and then they come in and compete in a challenge against 7 other primary schools in their zone. So there are 7 primary schools per hub, so about 25-28 primary schools in total across 4 hubs. So it is a one to one HEPPP and faculty [redacted] initiative. There is one that is going to be totally HEPPP funded and that's with the Smith family... so it's a partnership with the university and the Smith Family and us and the local high school which is new for this year. So I am trying to get a regional one in the wheatbelt. There's the Wongan Hills collective of about 25 schools focussed around Agriculture, but they also want to give their kids another option instead of just agriculture. So they want us to run the mining challenge up there with their high school students (yr 8/9/10's) to expose to something slightly different to just agriculture. So basically the four programs running with 4 hub high schools in the metro... Southern River, Thornlie, Kent Street and Lockridge. And then there feeder primary schools, some of which are really at the bottom of the low SES list. One or two aren't but they are still feeder schools to low SES high school.</p>		
		<p>there is also some post preparation that they do as well in order to get ready for the big day.. the challenge.. We bus them all over so there is no cost to the school, we buy teachers time out. We provide</p>		

Interview Questions	C1	C3	C4	C5
		<p>lunch, and all the equipment so there is no cost at all for the school and we reach about 35 plus kids. We wanted to keep it at no cost because even low cost does impact schools , even \$2000 and \$3000 for small schools of only 350 kids doesn't have that.</p> <p>Yes it's to parents and the department of education. Before each session we actually have a phone call or consultation with the teacher to find out what the breakdown of students is... how many boys.. how many girls.. we tell them which activity we have planned. If that activity is not suitable for the demographic of the group, we actually change the activity so we don't prescribe a suite of activities. We have about 45 activities that we do with the students... the first we do is to make sure that we don't repeat within a cycle that is too close. Second things we do is that although we don't base our activities on gender, there are some activities such a trigonometry activity where they actually kick and do alignment on a footy field... if we have a large contingency of Netball girls, we actually adjust the activity and do it on a netball court rather than the footy field. So we get pre feedback in setting up the program for the day and then we get a bit of post evaluation from the site co-ordinator.. but that person's voice would be of the 25 kids that were there as well. We do get some feedback from principals and senior leaders within the school, but its generally kind of in the form of thank you for your support and being there on the day. They are not exactly aware of exactly what we are doing. They know we have a presence there but the relationship is more with the students and the co-ordinator at each site.</p>		<p>We basically have to a do customised room booking.. it very crucial.. because we are not a core business.. we are not a unit.. we can't book rooms until after they have all be allocated and then we get what's left.. so it makes it very late... Also if the room is too far away from the</p>
<p><b>What are the strengths and weaknesses of the program</b></p>		<p>The strengths are that we do a lot of pre-negotiation, we don't just walk in and impose a system on the school. Too often when I go into a school especially with the <b>Education</b> framework is that too many other people have moved in and just done a bit of research and just done something for information gathering and not had a sustained presence in the school. So</p>		

Interview Questions	C1	C3	C4	C5
		<p>is taken me personally a really long time to negotiate a trust network within the Dept of Education, The [REDACTED] Directorate for instance... and the co-ordinators at the high schools.. we are actually there to cater to the students' needs. So that's been a strength for us because they have started referring to us and working with us.. when they open up new sites they almost insist that we are involved in those quarterly meetings with the [REDACTED] Directorate at the education dept. as well as the department of education officials and the [REDACTED] foundation people. Just to keep us all going in the same direction and just to see where we are falling down and where we need to pick up. There is continued consultation with all of the stakeholders. I think that's really important.</p> <p>The weaknesses that I anticipate.. we haven't really hit them yet and I am concerned that we won't be able to sustain this type of involvement with the schools because it's fairly costly with limited return for conversion of [REDACTED] students in the short term to university student.. the places at university.. the faculty... fortunately HEPPP and the faculty have always been aligned in that unless we have a presence in those schools they just not going to have it. So even though it doesn't translate into actual dollars for us yet, we're hoping that with the longitudinal approach over time that we start getting a transition of students into our faculty. Students are going into other areas of the university and we are aware of that at the moment and in the short term we really don't mind as long as there is that pathway to education. So if the students chooses Art or Commerce or Indigenous Studies its absolutely fine but we would like to see a change of focus to the [REDACTED] in the long run. As far as possible we will do everything we can to keep that presence. It's a four year relationship we built with the program and the department so we will try and do everything to keep that going. It's not quite a weakness. Another weakness would be the fact that we haven't done..</p>		<p>students last lecture they won't go. If they have to wait more than half an hour... they like them back to back.. so if it's a tutorial and a [REDACTED] session they like them back to back no more than a 100m from each other otherwise they won't come.</p> <p>And then you have to match the room booking with the facilitators timetable because they are also studying.. So we tend to say that even if they don't have classes but Monday is the best day then we need you on the Monday.</p>

Interview Questions	C1	C3	C4	C5
<p><b>What are the planned outcomes of the program</b></p>	<p>Yes so this is probably a good example here. [redacted] is all about 14-16yr olds who are disengaged from education and working through the [redacted] Centre to either prepare them to go back into school or allow them to get further education and training while they in [redacted] to then progress outside of that. But there's usually a lot of... they're from disadvantaged backgrounds there could be mental health issues and poor family structures and so forth in place. So how we can support them to better support and improve the life chances of their students and within that what we're trying to capture is all those outreach areas across the campus that can contribute to</p>	<p>we make a commitment to the dept of education and the [redacted] Foundation that we wouldn't over research the program either. So we wouldn't track students to death. We would just kind of keep tabs on how many how often and that kind of thing. Just very superficial data to show what we were doing. But as these students are now moving through the years we form relationships with them and we help them. They are there for consecutive years.. even though we are not tracking them the fact that they are still present and we can assist them with uni applications and things like that will help us with a bit of data. Kind of anecdotal type of data we can capture. So that's possible to be a weakness but it was something that I had to negotiate we wouldn't research the program. Because too many other universities, even us [redacted] their main motive was research. We tend to know which factors kind of stop [redacted] students coming to uni, so we do know that already, now I suppose this whole iteration is to get students to start thinking about [redacted] in a more positive way. So that's possibly a weakness.. I haven't done enough research and collected enough data...</p>	<p>Probably need to go back over my programs planning documents to check that. The objective is really improve the student experience for those [redacted] students, improve our retention rates, provide a support program and focus of program is really those mentoring relationships. So even though there is a focus on retaining those students, in terms of outcome, if we get at least half the cohort of students going through and graduating that's good. So far that hasn't happened though. Our aim is to get a 10% increase in students attending and graduating and that hasn't even happened this semester. Our numbers are really low. I have compared our enrollment</p>	<p>Well I didn't start it up I wasn't here.. Someone else started it up in 2011 and ran a pilot with a couple of units. I came in to build it up from a few units and we went to 15 and up to 23 then 37.. So the motivation was that it was an interesting retention strategy for first year students. I think the HEPPP funding provided the means for that to happen. I don't it would exist without that seed funding.</p>

Interview Questions	C1	C3	C4	C5
<p><b>How do you know if the outcomes are being met</b></p>	<p>But I am keen to maybe change the research to evaluate the project from the research process. That would be ideal. I wouldn't mind seeing us being able to change it around a bit and apply, see how what we're doing and how good, the best practice community engagement indicators, there are indicators of quality or good community engagement, there was a document from a research project and what came out of that was a community engagement framework if you're doing this this and this, then you're doing good work. So if we can apply what we're doing against that to make sure that we hit it, and if we aren't hitting some of those key indicators, then broadening out the opportunity for other people in the university to get involved to tick off that.</p>	<p>Yes and also the fact that... one of our main aims and the system is going to change so we may have to change focus. So one of the main aims is to get the schools... the low SES schools don't tend to offer all the levels of Maths and Physics and Chemistry to their students... for me I suppose a barometer would be the population has almost demanded or created a demand for the school to offer a more diverse suite of maths or higher levels of physics or chemistry. And that's happened at two of our schools... so for us that would be really something that we would look to encourage schools to do. And when we went in and we did our initial consultation with the principals, we did say that we need your schools to be offering maths at 3 levels so that students don't have to go on endless bridging pathways to get into our university. So for the short term they may still have to do the bridging because they're not in that system of preparing them for the higher stages of maths physics and chemistry. But the fact that the schools will now offer those higher levels for the year 10/11's coming through, is for us the achievement of an objective. The two schools that we are most interested in from a faculty perspective are [REDACTED] College and [REDACTED] Street because they have very strong Earth Science programs. And that will really help us with our enrollments of low SES in [REDACTED] and hopefully fit the female students as well. So their curriculum and offerings and levels are pretty much aligned so its just pretty much working with them and getting a streamlined approach for their students into the university. So behind the scenes we are working with them on the possibility of some pre-tertiary units that would give them tertiary credits at [REDACTED] Street. Because the program is well</p>	<p>rates against how many students graduate and the numbers are not even 50% graduating. It's really, really low. So from last year's results I think we had just half of the cohort students graduating and then for this semester its gone down. Not even half of students are graduating.</p>	<p>Yes so what does that mean? It has won an award every year.. So you can see in this unit we have 397 students. 14 of those came regularly... 3.69% which is really small. But of those students who came their average grade was 20% higher than those students who didn't. <b>As a result of attending the sessions???</b> Well that's the claim we are making. We are doing some controlled analysis and we're controlling for academic ability and motivation and we still getting very strong outcomes. Were getting about a 6% increase in grades when we control for those factors. But you can see that for Geology 101 we got 10% which is nice and strong. 209 students and we had around 22 come in and that's regularly. We had 53 engage with the program so they came less than 5 times. But some students are showing or suggesting that 3 or 5 sessions are all that they need or want. So but we just choose as a community that we measure effect after 5 sessions. But that's probably up for review. It can still be big numbers... this unit here is 1600 students.. 8% attendance which translates to 122 students and they're coming at least every second week. Unlike other interventions our programs are requiring a regular commitment. A lot of others tend to be workshops or one off. All this information is available online at [REDACTED]</p> <p>This is the data from 2012 until 2013.. So in 2013 we supported 37 units for the year. This is a weighted average nearly 12% increase in grade. The pass rate is 92%.. This is really</p>

Interview Questions	C1	C3	C4	C5
<p>What are the requirements of reporting for HEPPP Initiatives</p>		<p>developed, students are coming in from the sciences at [REDACTED] Street are actually better than our first year Geology/ and Spatial Science, Earth Science students because of the good grounding they get there. So we trying to negotiate some form of early unit that we can get industry to pay so that students enter uni with credits. So just to cement that approach... It is more difficult than it seems because students in secondary school access state funding whereas at university we access federal funding and the two don't work simultaneously. So it's a bit tricky. We also have to be very mindful of the school going age which has changed so we don't want to be seen as poaching kids away from high school that should really be ... from a duty of care they should still really be in high school.. So its in early stages, but that would definitely be an outcome and an objective that students can do in preparation for university to make them more competitive when they come into university.</p> <p>Whereas at [REDACTED] it would be more, a few bumps down the ladder before that. We actually just want them to have access to doing maths at stage 3 level, physics and chemistry, so that they could access Science and engineering degrees at a later stage. The outcomes are different depending on the zone.</p>	<p>Now I suppose that from the start of this year, because we did not have them last year. Our reporting requirement is that I have to have outcomes as part of the HEPPP application. On</p>	<p>interesting, look at how back across 4 semesters, the pass rate is 15% higher than non-attendees. So we had 603 students... the actual attendance rates were higher probably because 15-20% of the students attended multiple units sessions across the year. This is offered in first and second year. Second year students tend to value this more. First year they are optimistic. They haven't been through the wringer yet... but a lot of the second year students do the uptake. But over 1300 students came once or more.. open to 6500... there's our rates there..</p> <p>I did the weighted averages there for the whole program.. retention rates... we got the Office of [REDACTED] to look at retention data and we're a 10% higher retention each year. And the estimated retained revenue for last year was \$3M by keeping those students on board</p> <p>For attendance we take a note using the student ID, just measure that and look at it as a ratio and look at the number of enrolled students and its interesting some programs are not HEPPP necessarily and are reporting on enrolments as people enrolling for a workshop. So if a 100 people enrol and 80 turn up that's an 80% success... There's a lot of vagueness and no consistency around... its very hard to compare what we do with other programs as a benchmarking. I think that people are maybe not conscious but I think its still little ????? on some level to not have to report on a way that casts a light into those corners... I am not thinking of HEPPP programs... There are other programs out there with very similar goals that are not HEPPP funded that definitely have equity outcomes.</p>

Interview Questions	C1	C3	C4	C5
		<p>that they haven't really wanted long tedious reports either. I will probably will negotiate with [redacted] now that we have a [redacted] for student engagement some form of template. Last year's template was really the way I had always done it but I think that we are going to have start doing it a bit more formally.</p>	<p>there I have outcomes to increase the student experience at [redacted] University. There are others like increase retention and improve retention rates for students. So I have outcome as far as the HEPPP reporting requirements. <b>Do you report them separately such as the [redacted] and then Mentoring programs?</b></p> <p>It kind of comes under one category but in terms of the mentoring program its separate. The outcome of that is the retention rates. And yeah I suppose I just have to record according to the report or template they have [redacted] 6mths and 12mths reporting.</p> <p><b>So have you done the first report yet?</b></p> <p>No they haven't asked for it yet.</p> <p><b>So you have had a chance to look at that format of reporting?</b></p> <p>Yes because if I don't comply or if I am not meeting those outcomes, pretty much they will take the HEPPP funding. Either take it away or reduce it. So the plan for this year is to hit those outcomes because it's very important to continue to have funding to continue those programs. Even just to have this role as [redacted] to support the students from our three streams [redacted] and mainstream. I do try and encompass all our cohorts and support all our students.</p> <p><b>So last year did you have to do any reporting at all?</b></p> <p>Yes it came through at the start of this year. I was asked to report on last year's programs in March this year. But I document everything that I do as well. In terms of student support stuff it's hard to document as well. Its like you have to keep records of each student. I have been trying to keep an electronic folder of emails for each student that I followed up on or referred students to others services. For this year I noticed that it used to be a pretty big file. I am now trying to keep a record paper record on each students that I see. I also have to try and justify my role towards the end of the year</p>	

Interview Questions	C1	C3	C4	C5
What do you think of those requirements?		I think I am lucky that [redacted] and them know me pretty well and that I am doing the stuff. It might not come across well on paper but I think they are aware. That is something I have to tighten up on and I have actually applied for a half time position for the rest of the year and hopefully that person will write and generate the stuff that we need to sustain us for the reporting. We do in a purely selfish way with HEPPP and the faculty we get a lot of mileage out of the program so I would like them to continue and the faculty would. But we're in a bit of a budgetary crisis mode as everyone seems to be. They are getting rid of quite a lot of staff with equip. And I understand that cost of running 2 or 1½ staff to focus on this, really could employ a researcher to help put us in a more research intensive profile to get us into the top 20 in the world, so I understand if it came down to choosing, we are low down on the list. But they are supportive so far	because I... like this position might be ... <b>Is that to [redacted] or...</b> No, to HEPPP manager. This reporting stuff, just let me keep my job and pay rise..	
With initiatives being embedded in 2014, how are the reporting requirements different/similar?		I suppose I am always evaluating through the semester because that's how you talk with them. I am always yarning with students, talking with them. You always have that contact. Through events you want to get that feedback on if the event went well, was it worthwhile attending and participating. So that's always happening. Mainly towards the semester though it's that really formal evaluation, going back through our evaluation forms, reviewing students comments and reporting on that as well	Not enough... as you can see I don't have 2013 done in any distributable form. So I have the data but I haven't had time to do it. It just didn't happen last year. We can report on it and we can see what we're doing but it's not nice and shiny. So I need to go back and do that. Yes I would like to spend more time... I would like to go back and ..... how much time would I spend... it's hard... it's probably a couple of weeks work...	It's getting easier now... there's a lot of manual calculations. I've got a spreadsheet with macros written and it does a lot of calculating and I have just... when I say a couple of weeks... maybe updating and revising the survey... Then filling out the equity form, the posting the survey,
How much time do you spend evaluating your initiative?				



Interview Questions	C1	C3	C4	C5
<p>How confident are you in evaluating your initiative? (skills, time, PD etc)</p>	<p>Yes but the evaluation side of it [redacted], we are having a planning day for the [redacted] project team which is the various streams</p> <p>So there's four streams in the [redacted] program (Schools, Community, Adult Learning and University). I have the [redacted] and [redacted] and we do look at how we can utilise other streams. So like the [redacted] game user trials that's in the [redacted] in University stream and it's like demystifying university through a game scenario. So if we</p>	<p>Because that's not my strength I actually asked, so we got some HEPPP funds and some faculty funds to have an external researcher to come in and have a look at the program and write something up on how we actually operate. So what [redacted] did was she came and she evaluated our unit as such. It wasn't a particular program. She evaluated involvement across a broad spectrum of involvement in the faculty so you know it reads really well and it was fairly comprehensive. The reason I haven't really released it was that I was a bit embarrassed because it tends to look like a one man showpiece about what</p>	<p>I suppose I just do it and also get feedback from staff with their other programs as well. I will get to mentor me in evaluation, practice, what works and doesn't work. I have noticed that even with my outcomes, I have been too specific because sometimes to measure success or to measure what a good outcome is in terms of retention, if one [redacted] person completes, then that is still an outcome. Research out there says that we don't have a lot of indigenous people access HE anyway so there's always a thing with numbers. You can't</p>	<p>getting the email contact panels done for 10000 students and making sure that's pulled off the system correctly... you know there's 5hrs work there... We've got the [redacted] survey as well. I was working with [redacted] people to get a script written as well... so we've got a script written which gets all the data we need... but that look... there was a couple of hours a week over several weeks getting that done... and that's happening now... There's quite a bit of time I spend in reporting because I am self-funded so I need to justify the program. I'm working with a stats academic and probably going to publish on some of the findings I've got from the controlled reporting, it probably higher than what's necessary for the program but when you trying to make a case... Then writing it... The last one was about 6000 words and that took a few days writing... They don't need to be as big at that one 29 pages... checking data... punching data... Look if I was working really quick and just focussing on that I would say its at least a week's worth each semester.. Then you get adhoc reports... so it will come in and update and present at the teaching and faculty committee meeting before [redacted]... Tell us what you're doing in [redacted]. Contextualise it and pull the data out... there's half day in writing it and mucking around with it..</p>

Interview Questions	C1	C3	C4	C5
	<p>can engage the students from [redacted] to use that game then that's like hitting the understanding university concept. So what we trying to do is get the components down and the [redacted] objective that it hits and seeing while are all about impact; what about research and what about teaching and learning and how can we embed elements of that, so that's when we get the WIL component. It supports our teaching and learning focus around community engagement and community.</p> <p>Not in particular. We have had small community engagement activities on campus, we have usually run with setting up a little questionnaire to gauge their view or see how they feel about it. So if the objectives were to raise aspirations then the questions will be around whether or not that was the case. After today's session were you thinking that you would be more inclined to go to university? Strongly agree/disagree and options between that... SO we have done that before to show what we were able to achieve out of that project, but then they haven't been long term and there hasn't been any further tracking to see whether or not they keep on going with their aspirations.</p>	<p>I do. And every page kind of tells you what I do and I am not that keen on it...</p>	<p>always use numbers. That's an achievement within itself. But in terms of evaluation then like I just have to learn as I go. I was never taught. I think I look this on board because I want to do something more to support students and particularly our enabling course students because I thought that was cohort who really needed support and going to university for the first time and enrolling.. that can be an achievement in itself. So trying to keep them here, if they stay... wow another achievement. If they go on to graduate... another achievement.. triple.. Which is so important... Like give us heaps of money.. we can do more for students.. I have just had to learn as I have been in this role. I don't really know about evaluation... doing the workshop has helped to really delve into what it looks like and how it can be done... I suppose what I can do to improve my evaluation process as well. Everything is around outcomes, objectives and KPI's. You know for [redacted] people, just coming here is an achievement for our people. It shouldn't really matter if it's one or a hundred.</p>	
<p><b>Partnerships</b></p>	<p>New partnerships. So there are a couple of areas that we are working with that are existing partnerships and that's working with the [redacted] Centre Network ([redacted]). They are based in the regions. They are like a hub of social educational and economic support within a community. That initiative was driven not by us but we adopted some of the components of that initiative and as well our work with The Smith Family which we had started previously but now we're attempting, trying to add breadth and depth to how we collaborate. But the new ones, we haven't there are a couple of areas like the Young Mother</p>	<p>Our third one affects [redacted] students only so that's a partnership that we have [redacted] Foundation, the Dept of Education and the faculty through HEPPP... So we work at 20 sites where we go and deliver [redacted] aspiration workshops.. two or three per term per school.. So we are fairly frequent visits to the schools. Our main aim is just to have a [redacted] presence in their classroom. A lot of the [redacted] students are in their programs. They are in traditional kind of pathways that [redacted] students follow, so we are trying to expose to consider something in the [redacted] area as well. It's just a continued presence with [redacted] based activities in their classroom</p>	<p><b>Additional Information</b></p>	

Interview Questions	C1	C3	C4	C5
	<p>outreach or connecting with the Australian migrant English program, linking to the homeless community and trying to develop initiatives around that so there is quite a number of proposals to meet a need that partners aren't aware of yet. That we would be approaching partners on.</p>			
<p><b>Evaluation tools</b></p>	<p>And the research component of it was going to try and be about documenting, them documenting their journey through short movies, or video diaries and something like that. Then there was this idea about having a mini research project around it which comes out in a paper which shows the community engagement that we look to deliver what we are doing. And as part of the evaluation it would be focus groups, or interviews with the key stakeholder groups.</p> <p>And those questions were also aligned to that activity, did you enjoy, what would you rate them at, where would you rate this activity against the others.</p> <p>The responses get collated and then used just within the outcome of the project outcomes, so this is what the students have done and the key findings.</p>	<p>Generally speaking because we are not researching we tend to offer the students... any student in the [redacted] program for instance can give feedback through their teacher. So they have a teacher that's responsible for them at each site, and anything that they want changed and any additions to the program or any ideas that they have, they communicate it to the teacher so that we don't actually have that ethics issue especially around [redacted] students so what happens there is a collective point where co-ordinators actually collect info and data for us and they basically give us feedback on how much kids enjoyed the program... they send us through some photographs, perhaps a paragraph or two every now and again... We ask them in return to showcase what we doing in newsletters... each of the sites sends out a monthly or two monthly newsletter depending on how big the site is and we ask them to include...</p>		
<p><b>Current evaluation</b></p>	<p>No an Evaluation framework would be amazing to see how that all fits against our HEPPP reporting as well. The seamlessness of it sounds logical. The system that we need in place is really about Project management, because no-one has a common system that we are using. Information is stored anywhere and everywhere and no-one within a single team has access to all the information. So that's what we want to establish. But I think that this type of brainstorming with [redacted] from [redacted] was suggesting that a community engagement framework to plan the activities would replace the need to do this every single time so that</p>			

Interview Questions	C1	C3	C4	C5
	<p>would be interesting to see how that pans out. But evaluating it, because it's so big, there are so many components... do we evaluate the impact from each component or from a holistic, because this is trying to tap into many different influences and understandings from aspiration raising so when you got more than one element like that do we go and separate them , or because they are meant to be working together, do we evaluate it all more holistically rather than how did you find the [redacted] workshop or did you do this, or capture [redacted]...</p>			<p>No SAFE funding will cover it. It's still soft funded... I will have to apply for funding in 12 months' time. So they are really making us work for it... which is really interesting because I see a lot of other programs around the place that aren't reporting to the detail that I am reporting to and perhaps not having the impact</p> <p>Our retention is actually higher than that right now... actually over 90% at risk students... One of the arguments we get is that we only get the strong motivated students attending... that's why there's an apparent increase in grade but our data shows that anywhere between 40-50% of our students are in the at risk category. This is just low SES really so maybe there's a few other %... Low SES is probably the biggest indicator really... Because [redacted] fall into that category. I imagine a lot of the... There's not high numbers of regional and remote but a lot of them would fall in low SES... and that's being one of reasons to stop HEPPP funding because really I guess you could make the argument that they should only pay for 15% of the program... its hard... I would also make the argument that the programs works as a holistic thing.. You wouldn't get that 15% without the rest of them. But also the other reason was that the HEPPP is really... I guess here its seen as seed money so the program is proving itself... the university</p>
Funding				

Interview Questions		C1	C3	C4	C5	
Interview Questions		M1			M2	
Tall me about the equity program you are involved with?		<p>█ and █ into university which is the campus quest game and any digital applications that we develop. So that was called into university. What we did for practically was we merged █ in adult learning with █ in the community so the team who █ manages picks up the adult learning as well as the community and that always consisted of working with TAFE, so transition from TAFE to uni, working in the Corrective Services space.</p> <p>They were all new so █ in school was well established under █ and █</p>			should pick it up.	
Tell me about your role within the program?		<p>No so. In my portfolio, there is █ and █ Online and Open Universities Australia. So I manage the team. I am responsible for strategic planning, hiring staff and the budget and reporting.</p>				
How many staff are involved with preparing and delivering the program		<p>It's done by the unit co-ordinators</p>			<p>Yes I think so. I think we have been successful in that space... and then of course we got other people in the team who are outside of and working in community and schools and █ who works in the digital space... we've got █ and █ who do the promotional work and help with events, because we do run a lot of events. █ and then █ who is doing our evaluation and research and █ role is to look at our programs, given all the information that is around about them and try and build relationships within the community at █ and also external relationships to see if we can sustain any of our programs</p>	
How is the program delivered		<p>Face to face and online</p>				
Who are the main users of the program and how are they identified		<p>All sorts.. not just equity. We have just prepared a report.. the Office of █ is preparing a report that shows that 25% are low SES and 20% are high SES and 55% are middle SES. About 20% are Regional and that's through our Online. Higher than university undergrad averages for CALD and low numbers for Indigenous students traditionally because they are in the █ program.. since this year we have entered into a partnership agreement with █ and so their students do their core units through us. So we have a relationship and we are supporting █ and from second semester 2015, █ students will be able to do █ studies with █</p>			<p>And the █ in School, because they are so well established you would be best talking to █ about that. But I know they have very thorough plans. The advantage they have over us which you learn as you go along is that they have a framework and a captured audience, so █ for example and █ as well. I suppose █ and we doing another ride █ program with █ Focus, they probably do have a captive audience but they are probably smaller in number, whereas the schools know what they doing. But it's a lots of work for that team, then build that relationship with the school and stay in their school program and have the kids come on campus visits. But we have modelled a lot of what they did in our programs. So we modelled the career development, so most of our programs, █ and █ for example, ride █, same thing. Katanning, we took █ to do the career development activities, so people are thinking, well if I am going to think about uni, what would I even study. She goes through that whole exercise, personality, interests etc., so helping to lead you into a career that might be suitable to your capability or interests. So that's been part of the</p>	

Interview Questions		M1	M2
			school things. We do campus visits similar to the school, ██████. Students we link up with as well. So there are some things we have been able to model for the community that is already in existence. It's been really great and it's also helped to bring us all together which was the whole intention, even though we funded differently, it's really to try and brand that program as ██████ so I think we've been successful with that. It's been one of my aims... we all have our different aims and goals but that's been really quite good for the uni as well, because you know we tried to work with ██████ a lot and the leadership centre and volunteers. So trying to make it more of a collaborative thing internally as opposed to externally. So ██████ we know they do a lot of fabulous Outreach work but we help each other as best we can so that we know we are using those skills so that we are not reinventing the wheel all the time
Why did you decide on this particular target group	We didn't get to decide on the target group, it's just open access and I guess we have target groups for marketing and there was a shift after I came in. When I arrived most of the marketing budget was being focussed mature aged students and in particular stay at home mums.. but they only made up 20% of the student population, so it's good but we shouldn't be spending all of our money in that one area. We have over doubled the numbers. So we have gone from 370 to about 900. So we have had a very significant growth		
What are the main activities within the program	Main activities for the program are four units		So things like that are one-offs if you like. And also in the regions we have had a presence at perhaps a stall or festival that they running. So we would go out there as ██████ and promote our Outreach, Pathways and Scholarships and things like that. Sometimes they are one-offs and in that case we probably don't do a great project plan for that. We just have the relationship going and we just go out some of them are one-offs. So you know we did "Let's talk" forum that was one-off. <b>Was that on campus?</b> Yes that was on campus.. the next follow-up one will be at the City of Belmont. And the next one we will do north of the river which I think is at the Herb Graham centre at Mirrabooka. So we are hosting it out there. The follow-up ones we are hosting off campus in the local shires. They are called the "lets talk" forums. Our learning from that was that we thought it would be great to hold them on campus but it could have been intimidating for people and finding the right place etc... So we learnt from that process and now we taking it to the community and we can engage better with our contact but then they can engage and send the invitation out to all their contacts so we get a better spread. And so for the regional space, we've just recently been to Dowerin and we discovered that it's the biggest field day in WA. It's huge. So ██████ we have a staff member that we pay in future students... so ██████ and ██████ went, and then ██████ and I went up to see how they were going and that. Because they were up there for a few days, then we ran into some gentlemen from the Centre of Research down at ██████. There were fabulous and they had their own stall as well, so they were telling us all about it and suggesting that we could join up or collaborate with them for next year because they were also going to Newdegate which we had on our sights but couldn't actually go in the end.. all the accommodation was booked, so they are the learnings we are finding out

		<p>about. That these things are so, so Newdegate was the other very big one to go to. They said Dowerin was great and happy that we were out there... So they are the one offs and we might repeat that next year. So we are trying to get our dates and do the bookings... hopefully we can have some funds and these things will continue... If they don't then we will have to find another way of funding them. I suppose [redacted] has (she does [redacted] and [redacted] forum) but she got together with Security/Parking and the [redacted] guy (NFP) and he provided the skills in ride [redacted] at [redacted] and Space Activation and a whole lot of other people so they started a bit of a conversation and we now ended up having the sea container painted and its all very lively and beautiful and we working in with [redacted] Focus, which is another company which has disengaged youth. So they actually come and do their bike restoration on our campus. So that's really fantastic, because [redacted] is basically for [redacted] and they are self-sustaining now and they can run their own program. But we didn't have another workshop to run this program with other interested groups. So that's now taking off, that will be another 10 week program building bikes and those people will now be coming onto our campus, which is more ideal in some ways because they will see students, they will see the campus and the activity and get used to what its like. [redacted] in school are doing wonderful things. As well as the school program, they are doing, they done the [redacted] they done that again this year. They did the [redacted] girls academy expo.. we hosted that here. Clontarf organise it all but the Stadium people were wonderful so we had the [redacted] space and the [redacted] team organised all of that. That was 120 girls from 10 communities.. all Aboriginal kids.. it was fabulous and [redacted] was there.. you know how she has become the new minister for employment because she was rabbling on about workplace and she was brilliant... That was a fabulous event... for the end of the year I must talk to [redacted] but they're doing... they call it the [redacted] games or [redacted] in Confidence and they bring kids from the schools and they also do a sporty time... just so that they are coming down and having some fun, you know they have done the program and they are from all different schools, where they have their ambassadors/mentors and the workshops they do in the schools. I think they have Katanning Primary and maybe Senior coming up for 2 or 3 day camps, so using the housing facilities that will be empty at that time, so have them over and have a couple of nights here. And for the senior kids, the yr12's, it's just to familiarise then with the university campus and how you can live on campus, but also to show them Perth. You know buses, the cilly, getting around... so thats a really fabulous new initiative, so they doing really great work. So contact [redacted] and talk to him about some of those things which are on top of and extra to the classroom work</p>
<p><b>What are the strengths and weaknesses of the program</b></p>	<p>the strengths and weaknesses... the strengths are sometimes the weaknesses.. Open access is a strength but its also a weakness as well. The other thing that is really difficult is the faculty perception about the number or capacity of these students... that's one of the things that I spend a lot of time doing reports. One of the things that I am doing in this area is debunk myths, because you have not had the same opportunities as others and a different postcode and haven't had the same opportunity to achieve a number doesn't mean you cant demonstrate the capacity to study.... There are quite a number of tutors</p>	

Interview Questions		M1	M2
		are very very resistant and its my job to try and debunk the myth	
		Yes and that's what we're finding that even our weaker students through [redacted] by the second year have caught up because through Uniready that's a typical experience of a student who may not have entered through the normal route. Academic writing is our hardest group	
What are the planned outcomes of the program		Outcomes... Get people into [redacted]... 85% course completion.. but there's no HEPPP	
How do you know if the outcomes are being met		Yes so like [redacted] We survey our staff at the end of semester. We have 50-60 sessional staff. So we have feedback from students and staff. We have distribution of marks, we have course completion versus commencement... so all of those types of normal course evaluation	
What are the requirements of reporting for HEPPP initiatives			It takes us through to final acquittal and report is due in April 2016 and then they have another final report for July. The purpose of that is if they want to audit it or ask questions that there is someone here that can respond to that. Basically we working on the premise that our projects using that funding will conclude in March 2016, giving us a month to get everything written up and report back to the government. Yes because there's 2 progress reports being done throughout this period and both of them have to be signed off by the VC and [redacted] and so they do see it. And then the report can also go on our webpage. It can be put there..
What do you think of those requirements			
With initiatives being embedded in 2014, how are the reporting requirements different/similar?			Yes we try and do that. Because that then, and [redacted] does it very well. She's very thorough with that and then from there when we have to do the progress report which is annually we draw on that information rather than panic and wonder how many people did we see. So she has a very thorough spreadsheet which is much more detailed than what the government actually require. They are really more interested in did you meet your milestones which were created before we got the money and clearly things change and things get more expensive... Yeah and how many partners we thought we might engage with and which is quite different to what we actually do and up with. So the report are quite different and there's a partnership page so we can embellish on that and tell them more about what we've done and whether we actually met our milestone and if not why not



Interview Questions		M1	M2
<p>How much time do you spend evaluating your initiative?</p>	<p>I spend a lot of time doing evaluation. So I guess that would be another big part of my job is to evaluate the program so that I can demonstrate to the academics that the students are capable.. and what we find is particularly if our students come out with a course weighted average or a mark in Academic writing of more than 60 that they perform better than students who have an ATAR of 70+. So I mean there's a way to go and it not just.... The first lot of research we did was with the Maths department.... It was very high quality statistical research that was inaccessible by lay people... and so we have done some very simplistic data and can probably do with more research but it did give us a basic indication, you try many things and then you evaluate what's really working and having the highest impact... there is only a finite pool of money and so you need to put the money where it is making a difference.. That would be my idea anyway</p>		
<p>How confident are you in evaluating your initiative? (skills, time, PD etc)</p>	<p>No its just a management thing.. have to report. Its not like evaluating in a research context, its evaluating in a reporting fashion... this is how the business is going So the evaluation is good but there are some things.. some skills gaps that need to happen before you actually evaluate.. time management, budgeting, HR... They are things that people need to know.. because you need to know that before you can get it right.. before you can evaluate...</p>		
<p>Partnerships</p>		<p>So it could be disengaged youth like [REDACTED] the [REDACTED] project, or it could be the City of Perth, so we have worked a lot with different cities, north and south. <b>And did you have go out and look for those partnerships??</b> Yes we had to. Those 3 components were new. There had probably been work done from TAFE to Uni, but not under any of these programs. The community space and the gaming space were brand new. So in 2 years its very challenging trying to form the team who were brand new, then form the relationships that's you try to build and the actually implement programs. So together with that there's also trying to work in regional and remote areas, because that was all part of the conditions of grant. Yes I think in the early days, I worked with legal to get an MOU so that if we met a partner and they were willing to work with us then we had an MOU. [REDACTED] would be able help you more with this because previously she had done some work in community or sourcing partners for different projects. So a lot, well not a lot, I know that [REDACTED] was one of our first programs to be launched under [REDACTED] in [REDACTED] and that was new. And that was really through a staff member who had a relationship with [REDACTED] and a relationship with [REDACTED] so we took that on board and developed that program from there. And that program particularly addresses disengaged youth who are out of mainstream school, so still school age but because they weren't in school, they were never going to be picked up under the [REDACTED] in school program so we picked them up as a group who were disadvantaged from low ses</p>	
<p>Evaluation tools</p>		<p>We got [REDACTED] who has always done our preparation for evaluation. So in the early days we had strategic planning days and we developed a strategic plan and develop a</p>	

Interview Questions		M1	M2
<b>Current evaluation</b>	<p>So I am quite new to this... [redacted] is not just the equity space but obviously a large portion of our students... at least a quarter of our students are low SES, regional, etc. So it's interesting because my sense is for a long time we have had (inaudible) inputs and its shifting to measuring outcomes and some people are finding that difficult to adjust to. For my mind it obvious... you get a lot of money, you have to have a return of investment.. and I understand the return on capital might not be the same as if you were selling (inaudible) because there are other imperatives but you still need to understand what that means.</p> <p>I think evaluation is relatively new in this area and people are very resistant to that and there's a lot of amazing people in this space but there are also some people who really should be concerned about evaluation because their output is not good enough to spend a ton of money on. People forget that its public money. That's just my view so I am not surprised that there is resistance. And I am happy to say in tape: There are people doing some remarkable stuff and doing it very well, and I think for those people trying to do remarkable stuff its difficult to show how remarkable it is. I think while there may a small percentage of this thats helpful for performance...???? or evaluating whether a program should close or not I think the big bonus will be that people will be able to see how well they are doing.</p>	<p>methodology to research and evaluate the program using the Logic Model. So there's also another from the staff can use to calculate the costs post the event and the evaluation method, so whether they just did surveys or observations and that kind of thing. So there would be a final project report of you like for each activity</p> <p>Yes but mostly I think from my understanding, most of it is pre and after. I know with [redacted] they did... its interesting actually because they put in a form A HREC application of the schools do the same thing. So they are quite formal in that sense, but whether after that I not sure whether its pre-commencement survey, post survey, something in the middle. I know with [redacted], there was observation and I think there were other projects as well. I am not quite sure. [redacted] might know</p>	
	<p><b>So then with [redacted] doing the Evaluation and helping to set up all that side of things. Do the actual program co-ordinators or practitioners write the evaluations up for those or how does that work?</b></p> <p>That's a good question. I know they developed questionnaires to get feedback etc. I think with the [redacted] one, that's why we came to you... something more formalised maybe. <b>So for instance, all the staff, as part of their proposals do they do a Program Logic map or is it more the proposal document? Where the proposal... what are they going to do, how much is it going to cost, who are they engaging with, and how are they addressing the objectives?</b> There's another form which is more about the research but I'm not sure when they fill that in though... whether its during or before or after... I would have to check. Yes based on our data and we got our case study publication, which I wish would hurry up and get off the press, so that has a lot of our evaluation as well. I don't know whether in your world, academic world, I don't know how if its evaluation... I think they just ask that and collect that... I think they do their own summary of it?? <b>So just to clarify, there's no central person here to help them and put it all together?</b> Well [redacted] would have been and she is still here? <b>So does she still keep in touch with the evaluation side of it?</b> I don't know... No I won't answer that question because I don't know. [redacted] or [redacted] could have the answers for that... Yes no tracking which is half the problem. Yes I know when [redacted] put the proposal in she wanted to have someone in a position which could teach people how to evaluate their programs which was [redacted]. And to plan that... well they do plan that in their proposal really... what are we going to do about collecting any data about this is a successful program. We always knew that at the end of the day, not everything might continue. We might find that those stall within the Shire are just not worth the effort. They call them "stone counters" or something. I don't what they do but if they talk to someone they must a stone in a jar or something. When they come home, they go well we spoke to 50 people... they always have some little tool to do it. But if you had to fund the programs yourself, you might have to drop some at the end of the day. But we would like to have to do that based on some sort of data, not just, well I feel victimised because you don't like my program. Yes well</p>		

Interview Questions	M1	M2
		<p>we always say we evaluate.. we always trying to work out those things.. So we do different things depending on what the actual activity is I guess.</p> <p>Oh yes we did that in the early days. She did the Strategic Plan for us. We had a strategic planning to find out where we were, because we had <b>SHEDD IN SCHOOLS</b> firing on all 4's and then us. So how do we fit into this?? So we did that plan then we followed up with the Logic Model! So we had that session as well and that's where we tried to ??? things</p>
<b>Funding</b>	<p>sometimes you don't need to spend millions of dollars to have a large impact.</p>	<p>So the \$3.5M has been consumed by <b>_____</b>. being the games, <b>_____</b> learning, being the TAFE transition and <b>_____</b> Services, and <b>_____</b> so working in not for profits and agencies where people traditionally wouldn't think about HE. So it could be disengaged youth like <b>_____</b> the <b>_____</b> project, or it could be the City of Perth, so we have worked a lot with different cities, north and south</p>
<b>Collaboration</b>	<p>We do work... like I work with <b>_____</b> team quite a lot so there's some really great synergies and <b>_____</b> is terrific... <b>_____</b> has talked about having a <b>_____</b> officer sitting in <b>_____</b> to provide support to equity groups because <b>Outreach</b> is so broad. So that would be a great help. And then we're working with <b>_____</b> team led by <b>_____</b> on the <b>_____</b> game so I have <b>_____</b> working on the game.. she is building an Outreach game</p>	<p>And the other exciting thing we are doing and mostly centred around <b>_____</b> is because our money, our funding has come to us to promote higher education to those low SES, indigenous and remote rural, but not to come to <b>_____</b> necessarily. So we host the program but it's really promoting higher education to any uni, so we having a combined university pop up in Brookfield Place. So that's happening 15/16<sup>th</sup> October. So that's streaming along as well. So it's so busy with Kalamang posters and pop ups and our <b>_____</b> on the 17<sup>th</sup>. So that will be a really exciting I think to have the 5 universities, because Notre Dame are joining us as well and they don't get any funding of any kind, so they still committed to helping people who traditionally wouldn't study so they're sending someone down. We will have a marquee and we trying to get some people from the activation space because you know how they have so many fabulous entertainers on campus, we trying to get a couple of those perhaps throughout the 2 days just to be there. I don't know whether they will on stilts, but at least to engage and we will take <b>_____</b> down. And we will just be providing that information on how you can get into uni if you're not coming in the traditional path/method. So will let you know how that goes...</p> <p>So we have a lot happening, its just mad...</p>
<b>Program proposals</b>		<p>So there's a project proposal which is where it begins, so once you've had your conversation you might probably the sequence would be, if there was a need and some activity we could engage with a person or agency we prepare the MOU then we would, it's very generic so it might include campus visits, volunteer work, information sessions, all the things really that are in the conditions of grant... so if they're happy to sign that then for the project itself, the projects officers would fill in a project proposal form which</p>

Interview Questions

M1

M2

		<p>would identify how the activity would address the objectives in the conditions of grant, how they would evaluate their program and how they would budget for the program project can commence. So we know how we are spending some of our funding.</p> <p>That then comes to me or though [redacted] and to me, for the manager to sign off, so the project can commence. So we know how we are spending some of our funding.</p>
<p><b>Staff PD for evaluation</b></p>		<p>Well for all staff at the time. That's probably an issue.. Although I think we teach each other what we're doing. Because staff have come and gone. <b>So as new people have come in have they been run through the logic model process?</b> I am not sure what they do. I think the project co-ordinator shows them what we're doing and we haven't rerun it... I know that.. Maybe we should have? Yes but we did that one... absolutely...</p>

Tell me about the equity program you are involved with?	
P2	<p>My program is probably going to one of the most complex for you to understand because its quite new and still quite fragmented. I will do my best to explain but please keep asking questions until you have an understanding. So the program that I run officially is called [REDACTED] Consultant (Equity CDC). My particular that is under Career Counsellor and I provide career development support to any equity students at [REDACTED]. My specialist or cohort that I particularly target is [REDACTED] students and I also because of the identified needs of [REDACTED] students I work with prospective Indigenous students as well. So the Career Centre at the university is only funded to service current students and graduates for 18mnths after they finish. But because of the nature of the specialist positions that we fund, we have been able to broaden that service and pick up students and help them to transition into the university as well which is really good.</p> <p>Yes it covers both. It is quite unique in the fact that it stretches across Outreach, Access and Support and we help the students through all three of those stages</p>
P3	<p>Okay so I am funded under [REDACTED], which are all the Outreach activities. Do you know much about [REDACTED]. Basically before equity was split into 3 groups, Outreach, Access and Support, is these are all the projects funded equity but there were other projects happening around the university and so basically what [REDACTED] was designed to was to bring them all together and have a consistent approach. So I specifically deal with Outreach. When the funding was successful for [REDACTED] they identified there was a need for transitions or career advice for people who are considering university, or a university pathway or who have no idea that its actually an option for them. Now that also encompasses career development. Occupation is an element of career development. I say this often to people because a lot of them confuse career development and occupation. So what I do is... just to give you a bit of a background. So I will just show you what career development is... It encompasses all of these. Now this is called the Australian Blueprint of Career Development which is a national framework that underpins what career development is. It's a set of competencies so if a person was to do an activity, learn about it and then act on that competency, they would be considered career ready. So there are 3 elements to that competency, personal management, learning and work exploration and career building. I can send you these links. And these are all the elements. The first one is build and maintain a positive self-concept. So this one is about understanding your personality and understanding what your skills are and what you are good at and not so good at. It is just basically understanding how you are unique and how it leads into developing a career pathway. Basically there's 11 competencies. So when I talk about career development a lot of people think that's about occupations, that's... Locate and effectively use career information... That's about finding a job, but as you can see there's a lot more to that. It's just one element.</p>
P4	<p>The organisation is split into different sections... so there's like Remote [REDACTED], environment, health programs, whole on campus stuff.. There's one particular aspect that I now oversee is the [REDACTED] Program.. About 10 different programs that regularly interact with children from low SES backgrounds particularly in the local area because of the proximity to [REDACTED]. Most of those are partnerships with schools or local other similar non-profit such as adventures... working to develop academic and personal skills. So some of them are literacy based reading programs with primary schools such as [REDACTED] Primary, [REDACTED] College doing reading and mathematics support programs and then we also look at projects with youth. So that's really taken off particularly with HEPPP funding which is one off camps and one off short term with long stints like working with children of low SES backgrounds or any other criteria that basically fit with HEPPP. Some with Aboriginal backgrounds... It just depended working with those... we found that those were particularly popular for university students who didn't want a long term commitment. We work with Camp [REDACTED] which is out in the wheat belt. They've got a really awesome lady who runs it called [REDACTED]. you can look her up on the website.. They have won lots of awards and got a lot of International recognition for their program... there is a lot of the HEPPP demographic.. that sort of children.. Some of the kids are in the regional area and some are kids from the city who go out for a week of camp and have a great time.</p>
C2 & P5	<p>So its new for this year in this format but bits and pieces have been around since 2008. Just this year formalised into current format. The coaching and tutoring and mentoring element has been around slighter shorter maybe 3 years. This year we are in an interesting at the moment. We are the amalgamation of programs but we are trying to create a situation in which those two programs are merging and we want to create one super program. So the objectives marry and merge well with each</p>

	other because both programs were previously funded by HEPPP which helps with evaluation and things like that
P6 & P7	There is also a program called "The [REDACTED]" which is for International students which helps them to integrate into the Australian culture. In collaboration with the Guild.so with The Difference.. is it <b>mainly for students that don't have English as their first language or any??</b> All international students even if their parents were migrants here and then they found they have to go through a bit of challenge.. <b>So not just for students who have travelled from overseas purely to study here??</b> No as long as they are international students.
P8	Certainly. The program is called "[REDACTED]". It is a program that facilitates the employment of [REDACTED] students by [REDACTED] University generally into on campus roles. Usually its part time or casual work with the intention that it fits around the students studies. It can be degree related or not. It doesn't have to be. Obviously the focus of it is to get students from an equity background placed as a priority. Sometimes we cant but the priority is always that if they meet one of the criteria they will be identified as a preferred candidate as compared to somebody else who hasn't had an disadvantages. So we... I can ever really select the students that are hired because they might be... for example if you needed somebody to do some admin work for you I will present you with a shortlist... and they will be people that will meet your criteria... so say you might need this specific skillset... they must know how to use Microsoft word, they must be able to type 60 words per minute.. they must be able to speak English fluently for example... So then I would say I will get 3 people who meet your criteria. And of these, 2 people come from an equity background. I don't generally disclose why because its not relevant. And as much as possible I will try and highlight that. And most employers (employers within the university. Basically anybody who hires a student to me is an employer) and I think most of them do have an awareness that its something that we are focussing on within the university and they do tend to go towards it and they do go for it. And then sometimes they have an idea of what they want and... example a student studying a particular degree.
<b>Tell me about your role within the program</b>	
P2	Our Associate Director applied for the funding basically for a specialist equity position and it was open to me. So I came into the role when it was established to figure out what would be the right things to work on with that role, what the scope of it should be and the groups to focus on. Both! It's a one man show so to speak so in the [REDACTED] Centre, I sit within a broad team of counsellors and we also have an employer engagement team who deal more with finding work opportunities and having employers onto campus and that sort of thing. All the other counsellors within our service operate on a faculty cohort basis. So we have someone who is the specialist for Health Sciences, someone who is the specialist for Business and works with all those students etc. The equity positions are the new ones. My position commenced in Easter last year which is when the funding came through. So it's really been trial and error I guess as well in terms of shaping
P3	What I do in [REDACTED]... I work with all the program co-ordinators whether that be [REDACTED] or [REDACTED] or any other type of Outreach program... and look at how we can embed career development in their particular program. So I will develop a resource or some kind of support for that program so it embeds into their particular activity. I don't necessarily deliver the career development aspect... so for example with the [REDACTED], I've trained the staff who facilitate that program in delivering that career topic. The way I develop my resources in such a way that its usually self-directed. The staff don't necessarily need to understand the psychology or pedagogy behind what I've done, its just more the process and the implied learning in the process. What I've also done is I run workshops for all students... We cant call them prospective students because we don't know if they going to come to [REDACTED]. Its basically for aspirations students, [REDACTED] going and being a part of the community, its not marketing... we just going out there and saying hey look we are here to support you.. lets help make your life better. We have partnerships with schools, community groups and we help them run those activities and I come in as a part of that activity and put that career development into it.
P4	So obviously its funded through HEPPP. I look after a portion of youth programs at [REDACTED]. Obviously you said you can look at [REDACTED] and all the context behind that. I have been working there for 4 years now and I've come on board as [REDACTED] equity support officer... its my official title 2 and a half years ago. Before that it was purely a volunteer role as Vice President of the organisation. So I started off as a volunteer firstly with remote [REDACTED] programs and then I moved to the overall operational management of the whole organisation

C2 & P5	And that on top of the operational issue that we trying to deal with day to day we are also being asked to plan partnerships for the future
P6 & P7	We are trained social workers in the [redacted] dept and counsellors and people outside of the agency can refer people to us who have come with financial concerns, homelessness, domestic violence situations, relationship stuff. Sometimes there are indicators of hygiene concerns, nutrition concerns. If someone needs we do welfare checks so if they can't be contacted we try and locate them. If there is someone that needs to go to hospital and need transportation to hospital, such as if an International student gets hospitalised then they contact us and we make contact with their family and if that's appropriate and not appropriate, then we make sure there is discharge plan and so that they are just not dumped on the street or anything like that. All round social work and practical supports, from the domestic violence and safety part of it... psychological side of things and trying to connect with the service that is most appropriate. Specialised services for their needs
P8	Yes so its HEPPP funded. That's my position. My position sits within the [redacted]'s centre. So the additional support that comes is funded through the [redacted] centre and its nice actually because my role feeds in very nicely into the [redacted] centre. Because we... I will tell you a bit more about it... [redacted] has 2 things. One I am always getting jobs and filling jobs on campus but also I am creating talent pools of students. So students can register for [redacted] so any student.. it doesn't matter who you are.. as long as you are a [redacted] student, they can register, they go online and fill out a form and attach their resume. Their resume is then reviewed by one of the Career consultants and they give them feedback. It might be you need to change the font? Have you thought about including your volunteer work in your resume etc? A lot of them need a good overhaul so it's a good half an hour per resume spent for each student. So it's a great service for them. They give them the feedback and that's something that the Careers centre has to do that. One of their key priorities is to be doing resumes' for students. So it feeds in nicely for them.. The difference with [redacted] is that students have to make the changes and they have to resubmit the updated resume. Whereas for other students we go and give them the feedback and hope that they make the changes. But with [redacted] they have to make the changes and resubmit. They are not counted in the talent pool until we receive their updated resume. They have to put a bit of effort in. And then we get them to do the [redacted] stuff online.. Induction training.. So we get them to do that.. we get it put on their student blackboard and that's just a bonus for the university. So if we need someone to start immediately, all the students in the talent pool have already done the induction. It's not essential and I certainly hire students that haven't been in the talent pool before and we get them to do the induction later. And its really good training for them and they learning Code of conduct and safety. So it doesn't hurt for them to do that. So yes its quite a full service. The extra stuff isn't funded by HEPPP but its available. Its kind of a nice relationship.
<b>How many staff are involved with preparing and delivering the program</b>	
P3	No. This is a very unique position, there's nothing like this in Australia. One of the main reasons for that is... I will give you a hypothetical... there has always been a bit of a gap that student might get in high school and then they get career support when they come to university. There is quite a bit of time between those two points when students get lost or they might not get the career advice in high school or university... so I'm sort of another avenue they can come in. Basically I am dual managed by the [redacted] team and the Careers Centre which is where we are. The Career Centre mainly deals with current students and up to 18mnths after they graduate. So they have a career consultant for each faculty and we also have career consultants that are dedicated to post graduates and CDC's for staff here at [redacted]. And we also have other career development consultants focussed on different areas. We also have an employer engagement team and their job is purely to connect organisations with students.
P4	So we send students down there to be the manpower behind those kids. So as the student equity support officer even I work with the community partners to organise the programs. As a team I have [redacted] and few others to do the marketing and advertising and sourcing of volunteers and administration and insurance and health and safety and advertising and recruitment of the leadership team. That's my role is overseeing it and organising all those events and opportunities. I think we pretty fortunate that [redacted] has run for a long time.. I think 20 years so we have a lot of internal structures and support. Even though the HEPPP funding is new there were some structures that pre-existed which made my job a lot easier rather than starting from scratch. There was a lot of support and infrastructure and we built on that and the strategic plans

	<p>have changed based on the funding. So as a team we have been doing it for a while. Even as a volunteer I have been doing it for sometime. <b>So do the volunteers go through a recruitment process as well?</b> Yes each program is looked at independently as they are all different. But for our youth programs it depends program to program.. like for our school based regular reading programs they all have to be screened with a working with children check. They all sign up online and give their basic information. They sign insurance forms and all that kind of stuff. And for our youth programs all they do is a briefing. So before they actually work with kids the first session is ... this is what you will be doing.. <b>So is that kind of a professional learning session??</b> Yeah it also run in partnership with the school who wants to coordinate with volunteers that they are aware of boundaries... that health and safety means that we all stay in one room together.. no one goes off on their own and this is appropriate and this isn't... this is tutoring work and this is just telling the answer.. this is all the schools and these are our contacts.. So yeah the first session is a bit of a briefing session. <b>So is that a day or half day???</b> Usually depends where they are going. So for the weekly reading and tutoring program at [REDACTED] for instance... just one example of many because I was particularly involved in setting that one up .. its only an hour before school on a Thursday.. Then on the Tuesday they go and do arithmetic.. so that's all the volunteer has to go and do... basically the week before they are only meeting the students... they go there as if it was normal but rather than the students being there the teachers and program leader will take that orientation. So it's only an hour each week. So they do it over the semester.. they form a relationship and it often becomes more than just a tutorial relationship. Particularly as a uni student across the road its often a bit of an eye opener to what life could be like in five years. So it become sort of like a mentor role... Its not deep life advice but it's good.. there are always conversations about what are you studying?? What made you choose that??? Where did you come from?? It's a real connection.. Its not just ABC.. So at the start of semester we basically pull up all of our programs... the semester basically runs with the uni semester which is a bit annoying for schools sometimes... because they don't get volunteers outside that because we're basically shutdown early and out students go home or are not around. So term 1 and term 4 is a bit of struggle... some volunteers choose to stay on because they stay in [REDACTED] while others choose to go home. So that's a bit of an issue.. but other than that. <b>So its all volunteer, there is no pay???</b> <b>Because some of the programs they pay the students??</b> No everyone is basically voluntary except for myself and the co-coordinators of the programs. So that's a really lovely part of my job, I meet a really diverse range of uni students from all over... We do get a lot of International students. I think they want to engage in community, they want to meet people and practice their English and it's a sort of non-committal.. it looks great on their CV and they don't have to have known anyone before. So to start with they are a complete stranger but three weeks later they walk out great friends.. We mix up demographics so it's not just a particular course if that makes sense... But yeah we have a really awesome mix and we have a guy who is our latest bus driver and he is from one of the Masai tribes in Kenya and Tanzania. This is the first time he left Tanzania and he came to [REDACTED] on a Humanitarian scholarship. So we meet really interesting people. Yes imagine getting on a plane and having worked... So yes its an awesome mix and probably more international students than domestic students but... Depends which school. [REDACTED] primary is taking 3 days a week and we get 50 volunteers a week. Across years 1-4. The younger years reading... One to one reading practice. Even the [REDACTED] school volunteers, the teacher started... the volunteers love it... the teachers help make it work... If they don't want anything to do with it then the volunteers slowly drift away and we have seen it.. There's no point... [REDACTED] Primary approached us because they heard what was going on at [REDACTED] and they wanted to do it. We work with [REDACTED] Literacy Centre to do our public stuff. So we work with adults for that stuff... homework help is a whole range of ages... yes it's a mix</p>
C2 & P5	<p>This year we have over a 100 [REDACTED] university students who are working for us and volunteering for us and we recognise that comes with some duty of care from our end as well and the understanding that the model of the program is developed around the concept of building their development, experience and their learning as well so there's an additional room which we don't necessarily have to report on but it does add an interesting aspect that we can research and look at. So particularly we highlighted since I've been in the program , [REDACTED] and I have been working on the project.. the sheer lack of resources available to us in terms of how we evaluate programs and best practice around these types of initiatives. To our understanding there are voluntary programs that are run such as voluntary literacy support and numeracy support and those kinds of things but we haven't found another program which uses the same number of students as us and the same capacity at a time and I think that the fact that ours is paid is quite unique. In terms of the financial support that mentors and tutors actually receive from us is minimal it's literally there more to cover costs. They could make three or four times more per hour if they were privately tutoring one child comparing to working in a school. So we are seeing it as professional experience or</p>



	<p>work integrated learning as well. But the financial support is So it's more an opportunity cost. You can either be working elsewhere making more money but in this capacity you could be working with students quite a distance from where you live so to help them get there. And with the paid model, we have run other programs where its voluntary, there is a lot higher success rate with people staying on the program. Previously with .... Elements coming out of the program the rate of discontinues has been huge. Just with the substantial commitment we are asking from them and even to the extent of a half day training and getting them to turn up for that is... a volunteer will do that but then once they've gone through that process with us, we run through what the expectations are with them and they are pretty intense, we aren't asking them to be professional teachers or tutors, but we very much advocate for the fact that a big part of our program, probably the main part is continuity and we know there is plenty of research about the relationship between the tutor/mentor and mentee is pretty much important to the learning outcome. Unless you have that continuity, you are pretty much wasting your time so if we suddenly have a tutor leave, we have to ask them in interviews if they can commit the time, what are your other activities outside, do you have major holidays coming up... We are coming to the realisation that although we work in the Outreach space we are not acting as an atypical Outreach provider. With our [REDACTED] again during the interviews, we came up with all the expectations and requirements and it is encouraging that professionalism aspect and that teaching should be high on anyone's agenda and education should be seen as professional. For all our tutors and mentors this is their first opportunity to be a member of a school's staff and they have actually seen that. We have also provided them with name badges and shirts and things and they become a lot more formal on their identity within the classroom and they have felt it as they say students respect them more and teacher respect them more. There's a lot more engagement with the school community because of that. It's interesting and it needs to be seen as a profession</p>
P6 & P7	<p>I don't know. We are kind of a multi-disciplinary team so we have 3 disability advisors and we have lots of counsellors.. I would have to think about it if you want the exact numbers of counsellors</p>
<b>How is the program delivered</b>	
P4	<p>Yes there's [REDACTED] Street where we do an after school uni support and whatever they need help with... [REDACTED] Community College, that's high school as well. All voluntary.. the after school [REDACTED] Club... students go of their own accord and there's the kids who don't fit into the traditional model.. so they do a specific program because they haven't been able to stick with the 9 to 3 hours... so they have a specialized program which fits for them.. The fact that they are willing to stay on and do more work the teachers find it useful. [REDACTED] they are in a classroom structure so the kids have to be there.. they need to be there.. they are the kids who need a hand. <b>As far as program delivery is it all face to face???</b> Yes . we did for a while do... that was over the air to rural kids but it was very hard to co-ordinate... not many volunteers signed for that they weren't interested.. that's was a few years ago..</p>
C2 & P5	<p>The components of the program in simple terms were all around a number of elements. They include in the main workshops to schools which cover years 8 to 12 and they vary in length, depending on the year group and the time available that the schools give us. For example yr12 program because of limited time are generally 1 hr to 1½ hrs workshop around exam stress and revision techniques down to the yr10 program where we have a little bit more flexibility is 6 x 1hr workshops followed by a campus visit which takes about roughly 5hrs. In that program there are stronger learning objectives so they are encouraged to produce a portfolio or iVideo based on their experiences. Moving on from that we also offer separate campus visits to the university outside of a workshop where we can create bespoke learning experiences for students who come onto campus and it's all built around the concept of raising aspirations and breaking down barriers to tertiary education. They can be more specific such as if the school wants something around The Arts or Science we can create something around those with the partners we have in the university. And then that leads into a more embedded model in the school which is currently named Coaches model, wait to see what we call it. Basically its tutoring and mentoring and through that we offer for various lengths pre service teachers out to schools. We have 7 school partners or 9, now 10 school partners this year. 3 primary and 7 secondary. We offer 5 tutors to the primary schools and 4 to the secondary schools. There are varying lengths.. Yes per school and they are in there generally for 5 hours per week for each tutor we pay for. Beyond that they are free to negotiate with the school and we are happy to help with that, additional time, if they want to get more experience with that. As a program we cannot offer more than 5 hours paid per week. The secondary program runs for 18 weeks and that is a decision based on funding and the allocation of time we can get from students as they have pracs etc. The primary program is a bit</p>

	more flexible as the majority of them are first year students and they don't have a prac and the program runs for 26 – 29 weeks. And again that was made because they don't have prac in first year.
P6 & P7	Yeah we do it in different ways. Most of it is probably them coming in here for one on one. In support services we do have group programs and they are run up here. We do a once a month workshop in housing, collaborating with other services like (inaudible) to try and get a [REDACTED] agent in.. talk about safe sex, talk about study skills. We do have a walk in service that we do at 2 of the 4 the housings for 2 hrs every fortnight so students can actually walk in see us if they need to.. I guess those are kind of the three ways that we use. Yes one on one and group programs. We do at each house we have a bulletin board of information just to prompt students to seek support that's one way we try to get lots of students to see it. Like in the laundry room and other areas... like hey don't forget there's scholarships, there's a health relationship..
P8	Its on the [REDACTED] website. So if you go into [REDACTED] Services. You know we have all the different services available. The [REDACTED] centre is there and [REDACTED] is also there. We do some promotional activity. Like at the Career Fair. We will have an [REDACTED] stall just promoting it. All the Career advisors promote it to any students that they see. All of them go and do talks in lectures and they will also . <b>Like at Orientation week etc..</b> Yes. We could do more but then I also cant keep up with the numbers of students. And to be honest what tends to happen is the people that really apply for the talent pools tend to be international students and that's fine. Its great that they get a resume review and they get all that stuff but they don't meet my criteria. And they will get some jobs sometimes but in the hierarchy of the people to be giving the work to, especially with HEPPP funding it actually is supposed to be for <i>domestic</i> students that have one of these equity criteria. So international students, I get hundreds of them that register and I cant.. and a lot of the time they have got other barriers.. English is often really important in the roles and that's just something that they need to continue to work on. And we will refer them to the [REDACTED] Centre and other things or services. Because it's funny that something that doesn't seem to get spoken about is that spelling and grammar in a resume is critical and it doesn't matter that English is your second language. You will still be judged on your spelling and grammar regardless of whether it's not your first language. I do respect the fact that they know more languages than I do but when I have to present a resume to an employer they judge it on what's there and so I actually have to be careful about promoting [REDACTED] to the whole university. I just find that we get inundated with other students and if maybe we had another funded program, if we got funding from the International office and specifically focus on the international students the maybe that would be something we could do. What I tend to do is I do a lot of email outs and we are slowly identifying new students which is great. So anyone who comes in through Step up... who else is there??? Any lists we get them at the beginning of the year. We've got a simple career hub which is the most basic CRM / job board / databases. It is provisioned from [REDACTED] [REDACTED]. So we've got a fair amount of student data but not their academic stuff. Just their name, address, what they studying and we can email them. So we do searches... So I can say I want to find a second year fine arts students living in [REDACTED], and then they will come up. So I can email all of them. So for example for tomorrow (careers fair), I needed a cartoonist. I searched for all the students studying something that I thought would be relevant and I don't always get it right but I have an educated guess about that. And then I sent an email. With the students that we get lists for, what we have created is an equity label. And all it says is equity. And its just attached to their profile in [REDACTED] hub. It's a private label so it's not something that can be viewed by anybody else apart from a few people who will find this information valuable. And it doesn't say why. It just basically gives them a bump up. And if I am doing a search.. Sometimes I have big jobs on and I need to get a lot of people I will actually pull a list of equity students first. I will get say 3000 equity students and email them and see what response I get. And then if I find that if I am not getting what I want or the skillset is just not there then I will go out further. I do try as much as possible to focus on them where I can.
<b>Who are the main users of the program and how are they identified</b>	
P2	So I looked at what programs we were currently servicing, what faculties and things we were currently servicing and looked at where the gaps were. I found a lot of gaps are in enabling programs because of the model that we are structured under I guess in terms of being a faculty specific one. Some of our Access and enabling programs like the [REDACTED] and Science and Engineering enabling and the [REDACTED] and [REDACTED] enabling course they weren't really.... Although they could have come to us they weren't really aware that one of the consultants would have worked with them, there was no-one really focussing on really trying to engage them in our services because our services didn't really belong in anyone's area. So it wasn't so much that the services weren't there. It was just that no-one was focussing on it, so therefore the awareness of

	that support wasn't really there for the people that run those programs. So that was where I started I guess.
P3	No. I mean they are at the moment, because out of that snapshot I showed you, the only programs that were retained out of the changes with Outreach equity to the [REDACTED] was [REDACTED] and [REDACTED]. Everything else is either gone out to faculty or its been dissolved or whatever or merged. So at the moment those are the two people that I work with the most, [REDACTED] ([REDACTED] Project Officer) ... So that means I can go out to [REDACTED]. I can go out to migrants, single parents.. It depends on where the project co-ordinators settle
P8	But I got as part of.. I am probably answering another question of yours... whenever a student applies for a job or whenever they register, I have got a section and its my final section and is titled student equity and it's a little blurb... [REDACTED] is committed to promoting equity, ethics. We strongly encourage students that have been educationally disadvantaged to apply for roles. Or something like that. And then we say that... please let us know if you identify with any of these below criteria and its you know; Aboriginal and Torres Strait Islander; First in Family; High school identified as low SES; Permanent home address identified as low SES. And I have got a little link to where they can check it or they can call me and I can check it. What else is there?? regional and remote; previously been incarcerated; refugee something or another. So there's quite a <b>few they can tick or options to tick</b> . So they can tick as many of those boxes as they want or tick none of the above. And I have actually got other there just for fun to see whether they (inaudible) And they do. They put random, write random stuff in there. They feel that they are educationally disadvantaged. You know what if they feel they have been disadvantaged then I actually think it's good for them to voice it and say it. Yes and sometimes I agree and say yeah that sounds pretty tough. It's actually really good data, I don't know it's (inaudible) People really do answer the questions and it will be, I would say it's actually higher than maybe 20 maybe 25%, sometimes more. Because a lot of the international students still identify as being very educationally disadvantaged because they came from a very poor country. They are the First in family to attend university, so I know they are an International students but they still call themselves. So if I am writing a bit of a report, I will count out the International and students and I don't write them in my results. So they are.... Yeah so these guys are domestic and they have ticked one or more of the following boxes. And that's all through your [REDACTED] [REDACTED]?? Yes so when they apply they have to tick the form and I make them... that's a mandatory question. You know they don't have to tick anything they can say none. But I kind of make a point of saying its actually an advantage for you to tick the box without being too obvious about it. And then we can use that data to... and I don't feed names and stuff back to [REDACTED], [REDACTED] or anyone. But I use that data then to report, cut it all down and find the student numbers and then use those... I put that data back into [REDACTED] [REDACTED] and label all those students just in case we have missed. If they have ticked one of those boxes but they haven't previously been in [REDACTED] [REDACTED] or [REDACTED] but they now get the label as well. And as far as I am concerned it has an equity label at some point someone has identified them and that's all I need to know. That's how we doing it at the moment and it seems to be working. It's as good as I am ..... it helps me when I am looking at applications to go both really resumes... she said that she is First in family so its just a little point of difference.
<b>Why did you decide on this particular target group</b>	
P4	Yes we redo the CV strategic plan every two years so that's important... I get what you're saying about how do I target these audiences... I guess it was fortunate that in the very early days the structure was that [REDACTED] [REDACTED] was already doing this stuff so there was an existing department and those were a lot smaller but with the HEPPP funding we were able to concentrate and expand it to the point where it's now saturation... only that many local primary schools... we filled it..
<b>What are the main activities within the program</b>	
P2	The main things that I do would be case management. So students that are in any of our enabling programs or who have come through an alternative entry pathway and therefore we are identifying them as an equity student or through referrals for all the students (usually all referred). Basically I would meet with them if they indicate that they have a question over their career direction, their entry pathway... they are usually the things that I am dealing with at the moment as it tends to be transition in rather than transition out so yes it really career direction. Selecting the right course, selecting majors, and entry pathways. This is what I have so what is the best program for me to get into [REDACTED] or from this particular program I am doing, I want to do this degree... how can I get there to that degree. So I would see them initially and then work with them until they basically achieve what they want to achieve in terms of their overall career and study goals. Yes. I guess that the other part

	<p>of my role, I do workshops and other resource development; I provide other types of support for the people that are running some of those programs. [REDACTED] for example I go in and speak to the students at Orientation. I let them know about. I do a really brief career planning information type session for them. I build awareness of what the service is and I do that again when they do course applications, deadlines are coming up. I go in there and give them a little bit of where you are and are you ready to make a decision, checklist. Again just promote the services there and get those referrals through. The Coordinator or support person for that program will refer students to me directly to me as well if they have come through her and said "I'm not sure what I want to do when I'm finish [REDACTED]". So she will email me, and I will contact that student and organise a time to see them. I do the same with other programs, I go into classrooms and deliver sessions. Last semester I did Resume and Cover letter writing workshops with the [REDACTED] and [REDACTED] course. I have done career planning workshops with the students in that program so I guess its case management, one to one, and also I guess group development and also supporting on curriculum and resource development programs with those running the programs so that they can hopefully embed career development into their programs</p>
P4	<p>It's really up to the community partners to set the program and as long as its mutually beneficial... we don't want the (inaudible) as long as we think the volunteers will get something out of it as well.. So as long as we find the volunteers are looked after... at [REDACTED] Community College we do the STARS program which is a reading program.. that's particularly based on the literacy levels of the students at that school because they work with students particularly needing support or that they are not offering that at the age that they are.. that might not match their English levels... they speak five languages which we don't recognise in our system but because they are learning English that the system we use... in other partnership schools like with [REDACTED] Primary that's a reading program based... that's what the school uses regularly... <b>So basically you're working in conjunction with that partner and what they have identified as the need for their students???</b> Yes where they really need additional support. Its called homework help and its working with a particular community group we met through contacts years ago that represent some of the Somalian and Kenyan refugee families. So often the parents struggle with English and they couldn't support their children who are learning English at school with their homework, so they asked us to set up a homework support group. And its just grown and grown through their word of mouth. The students come on campus two days a week and its like 2 classrooms in 303 and its just packed with all range of ages. Some of them are 15 and some are 3. The uni students love it because it's so accessible. No one has to go out to a school. [REDACTED] looks after [REDACTED] that's not HEPPP related. Just a [REDACTED] Project. That has 500 volunteers in Regional towns over September and October. We send them to over 40 regional towns to do like backyard blitz kind of stuff. Its been going for a long time as well. The [REDACTED] project is part of [REDACTED] Volunteers.. look it up on the website.. They visit 4 or 5 towns. Originally it was Laverton then Leonora and Wiluna and now it also visits Yalgoo and one visit to Meekatharra this year. No during school hours... so they have an extra buddy to go off and practice...just working with what the school wants and help shape the whole</p>
C2 & P5	<p>For activities you could line up three main strategies and that is predesigned workshops that we roll out to schools, campus visits which connect in to workshops, they are designed to a curriculum and the campus visits are designed to a workshop curriculum and then the tutoring and mentoring, the parameters and objectives that we set up around that are embedded into the training of the coaches in co-operation with the schools and how they are used. With all the programs that we are doing we are trying to become more diverse because the programs are based on traditional models of one on one contact with the students. For example the [REDACTED] program put together based around [REDACTED]... I am using rowing to base the program around. I am using [REDACTED] College students and it's a completely different sport for them. And breaks a lot of boundaries around the traditional nature of rowing as well in terms of it being associated as a sport with high SES and intelligence and university level sport, also male dominant. So in the program we have opened it up to 25 students on paper and 20 are actively engaged in it, some of the students are a bit hit and miss depending on where they came from in terms of support from home, they don't go to school more than three days a week.. So its just difficult if they don't come to school on a training day then they cant be involved. Using rowing to contextualise with these students and seeing how much they are learning about the sport building their confidence and this desire to learn and then again when we are doing these academic support sessions and they want to learn about rowing and they want to improve literacy and learn new terminology and explain themselves correctly and present themselves well.</p>

P6 & P7	<p>Yes we even work with the nutrition students and dietician students and actually go and run a cooking class at each housing complex.. to try to do a budget cooking.. some of the students it's their first time out of home and see how to chop and cut and cook.. We keep track of everyone individually if that makes sense. So we have individual case notes for each.. <b>For any interactions you have with them??</b> Yes.. because concerns may vary quite a lot.. say between someone comes in from homelessness and someone who has come in for domestic violence (DV) concerns.. you know that the DV concerns may be drawn out for a lot longer years.. and with the homeless one we can just call someone.. so its really hard to gauge as the action is the same for the outcome.. and then we can connect them with an outside service..</p>
<b>What are the strengths and weaknesses of the program</b>	
P3	<p>Well the whole [redacted] program is now that we are working together. Its not one program..... <b>Was it quite disjointed prior to the changes??</b> Yes programs were very isolated from one another. There was a lot of crossover happening and a lot of gaps as well. So for instance my role in career development... because outreach is about aspirations raising career development was often an aspect that was not included.. or if it was it was not included by a professional or it wasn't facilitated or created in way that was holistic for a person or for the client... So that's what its strengths are..</p>
P4	<p>I guess its hard because I manage 8-10 of the programs and projects. Each one has its own strengths and weaknesses... I guess the overlap of our timing. The school organisation runs on four terms and we run on two semesters... Other hitches.. I guess there's a lot of ... It can be.. you have to be really careful with communication because there's a lot of different levels.. There is myself, there's a program leader who looks after the program specifically, there is a volunteer.. who we recruit... and in the school there's the principal, teachers and students... So there can be unless everything is really clearly stated... generally because they are all volunteers everyone's intentions are really good and people are very good because they want to contribute and help and meet people.... But obviously we have to be really clear with communication.. sometimes the admin burden gets a bit much for people.. Working with children check.. some schools want police clearances, some want their own individual forms, some want insurance forms from their school and we have our own insurances.. Sometimes we try and minimise and that's my job... we try and not burden the volunteers with forms... we have noticed that with HEPPP funding there is a big emphasis on youth programs... suddenly they wanted more youth programs...its almost at saturation... <b>Is that just for this year or ???</b> Since 2012 when the funding came in.. We had details for about 50 programs and the youth programs make up a portion of those but when HEPPP funding came in suddenly there was only funding for this specific area so environment got ... There's no specific person looking after environment programs. So we noticed a disparity.. sometimes that can be hard amongst different portfolios.. that's not really related...</p>
C2 & P5	<p>We making promises but its uncertain. Most people are pretty good about it... I met with the Smith Family about a potential partnership and they recognise that we can setup an MOU based on if you do exist next year which would be fantastic. But you know we are having conversations around longitudinal research studies about what we're doing and there's always this note about if we do exist. Its difficult. Although the programs and policies might stay even you don't then you're gifting up all of that to the university and whoever takes over and its difficult with changes and amendments we asking our staff to come up with innovative learning strategies and make resources and that and yet as far as they concerned their job finishes in December. So as much as this is the blame doesn't lie with anybody but as fundamental model its very difficult to use. So it's a flare up to federal or state level at least give us a 2yr funding period. It's the same thing setting up relationships with the school. Every year its [redacted] from [redacted] Uni from the [redacted], just wanted to let you know that we are still keen to put or offer our coaches if you are interested. We've got the [redacted] program, do you want to be part of that.. some schools are great about it as they are almost relying on it when planning their teaching program. For example one school because of changes to the state education funding they don't have support staff for one of their lessons during the week. On a Friday morning a year 12 class has independent study have independent study and they don't have staff to supervise so in this program we have our coaches go into that class at that time and offer tutoring to those students. And as direct result of working with our coaches, two of the students have passed their first English assessment for the year and this is after mid-year exams for yr 12's. They have failed everything else. How are they going to go completing school? So again it just this cycle. You identify throughout this process saying what impact are we having... well we need to be there because we are having this impact. I guess there are situations like this that do occur but then you also hear and this is nerve wracking for us from professional perspective and there's at least three, [redacted], [redacted] and [redacted] these types of schools. They're actually having</p>

	<p>curriculum discussions and our program is part of their planning. They are like yes we will have these guys to fill that need and it's not an additional service, we are actually filling a need in these schools..</p>
P8	<p>So strong points are it's a fantastic program because it is providing opportunities for students and from the student perspective... any student that gets a job and you ask any of the students that are working on campus and they are so enthusiastic about their work, the university. They feel really connected because they are a student and a staff member. The money is great. The minimum pay rate they going to get is \$28 an hour. So if you think about going to work at Coles or something its about \$16 an hour. \$28 is the bare minimum and unskilled job will pay \$28.. Its casual rates but its really good. So, good for the students that get the jobs. The students that don't get the jobs are getting some really really valuable information and feedback and referrals to other areas. So this is stuff that if they are thinking about working and casual jobs now at least we getting them to think about their resume before they graduate. And so even if they don't get a job at the university they are getting feedback. From the university perspective, students are excellent. Students are ... some people have ideas of students being high school leavers that you know... that you see students around campus and its such a broad kind of range but a lot of people think of uni students as 19yr olds, wearing ripped jeans and turning up late to class but really you're a student (researcher) and you would qualify to be an [REDACTED] candidate because you are a student. So students are.. they not just lazy teenagers. They are adults. And that's the other thing it doesn't have to be somebody that.. to be a student that gets a job through [REDACTED].. you don't have to be 20. You can be 40 or 50 or 60. It doesn't have matter so we getting these amazing people. And sometimes they have incredible skillsets. They have been working for many years and then they come back to university. Sometimes they've got talents that they not studying. You know am creating a performers talent pool at the moment so that the students who have special skills... I am going to pass it on to the place activation people so that students can perform on campus instead of getting external people. So from the university perspective, they've got this incredible talent pool of 40000 people who are studying all of these things and also come with all this experience. So they are already connected to the university. They are paying, so they are our customers. So we actually got customers that are paying tens of thousands of dollars to be here. We should be supporting those customers and giving the jobs to them first. The other thing is agencies... agencies fees are really expensive and you will still see people around the university saying I will still go see them. I mean why would you pay an additional anywhere from 16 to 25% on top of what you're going to pay them anyway. Why would you pay that when you can do a casual contract which takes 5 minutes to sign. Its really easy to put through and you're not paying invoices, they submit it online. You a staff member so its easy to approve it. Why would you not hire a student casually?? So its really a win-win for both students and the university. So I think that's the strength of the program. Weaknesses I think is hard to scale it and we thinking about ways in which we can do this. I am only one person.. and jobs take time to fill. Same with resume's. They take time to review. Everybody needs that service at least once. You need someone to read your resume and give you some proper feedback on it. Its just we are only a certain number of people and everybody should be able to have this access and they do because not everybody is using this access, so we can handle it. But really there should be more using and benefitting from this. So we need to look at scaling it. What I would like to do in the future is and I do it a bit now anyway. It doesn't have to be me taking the job brief, writing an ad and finding the students and doing the contracts. Like I don't have to do every part of that process. There are no rules. What it can be is that actually make a point of promoting and getting out and talking to people about hiring students first. And I haven't had time to do that yet but really if the uni hires students through me or not that's great. So if we can increase that, I would love to make it a policy that students are always looked at first. And obviously ideally get their resumes looked at before others. And I think down the track that would be a really great way to go. When you're looking at candidates you're always going to...you start with your students and that's the point. And HR have been really great. It really helps. My old boss from the agency I worked at is [REDACTED], he is the recruitment manager and [REDACTED], the team leader of recruitment and I worked together with [REDACTED], 7 years ago, so they have been really supportive since I've been in [REDACTED]. They will flick any job that comes up that's casual or part-time that they think will suit students, if it goes to them they will say do you think you can find a student. So that's helped me get into areas where they weren't looking at students. So... And I think sometimes a weakness, not so much of the program but overcoming challenges is overcoming people's fears of students and even they can be funny about students having access to information. And sometimes I agree, there are certain areas that students should not be allowed in. But in the end a staff member can become a student. So I can be working in HR and then I decide I want to go and do a Masters. And then what are they going to do?? Fire me!! They not... But the other way around, they say they don't want a student in here photocopying staff records. Everybody has got some kind of conflict and that why we do Conflict training in</p>

	<p>the induction and if there is something, a distinct conflict, you can sign something and you say I can't deal with it. This kind of idea that students can't be near certain things which I disagree with. Just recently there was a photocopying job in HR I had which would have been perfect for a student, it was during the holidays and perfect for a student. Photocopying and scanning, it was \$28 per hour, completely boring but you know what better than working at Coles. Brilliant!! I don't know why but they went to an agency and I was just like why would you pay an agency to do this and they.... The other thing I would really like people to consider is creating more job share roles. Do you know [REDACTED]? She is in [REDACTED] and she has just done a.. what was a 4 day job and split it into 2, 2 day jobs. So we can get 2 students in there.. And that's I think job share is really effective and its really great to have 2 people know the same role. But if you paying them casual it doesn't cost you more. And you have someone else with the knowledge. And if somebody is sick you have it covered.. It does.. as long as they are really as communicating with each other, you can manage it, its really easy. And if we had more roles that were job share you pick up a lot more students and students would be able to get hired. They are sort of the challenges that I am trying to figure out how I am going to deal with them.</p>
<p><b>What are the planned outcomes of the program?</b></p>	
<p>P2</p>	<p>I guess for me it was just about engagement. So getting more students from those programs through our programs and aware of the service and giving them that support so that they could make better choices about their studies which would hopefully mean that they made the right choice at the beginning of their studies rather than get X amount in and then have to change, withdraw or drop out entirely. It's also about making sure that people who traditionally wouldn't have come to university are aware of their options about their options and the pathways that are available to them, because a lot of the students that I work with they don't have the very traditional stage 2 or stage 3... they may have been out of the school system for a little while and they feel that potentially university wasn't available to them or wasn't an option because they didn't have that year 12 with the ATAR so it's a lot of awareness raising and working with them finding a pathway with them which is suitable for them because it's a bit of a minefield because we do have lots of options and then depending on what your background and circumstances are depends on the best pathway for you. Yes so it would just be engaging and building and getting more people through the service and giving them that support which would hopefully set them up for a more successful time at uni.</p>
<p>P3</p>	<p>No because this is such a new position, its been evolved the whole time. I've actually been doing this role since October last year (2013) so I started doing this before [REDACTED] was even... I think [REDACTED] who is the Program coordinator was not even appointed by the time I started. I came in extremely early. What I did when I started my role is that I did put together a job description and I put together what I thought my job and I had a look a tensions where I thought I might come up with difficulties and sort of put together an outcome model of where I feel that I sit and that's actually evolved. Its changed so much from then to now... fundamentally I think it's the same... but because each program is so different to each other ([REDACTED] and [REDACTED]) a migrant program is different to an Indigenous program... In regards what my role looks like now in 3 months' time it could be completely different. So with that confidence one... this one here... an enhanced ability of low SES individuals in the [REDACTED] program to be confident and self-directed... do you think that's an intermediate outcome or an end of program outcome or both... because what we have here I'll show you.. we have my one on ones, workshops or my resource, so this is their intermediate changes they have access to it. Then up here they learn it, so I'm thinking.. Because it is an end of program objective... so it both.. It's probably raising... Or maybe it's the competency itself... no that makes more sense... say for example I build and maintain a positive self-concept.. That's that one... but at the end of it I've raised their confidence to be able to decide what direction they want to head in make decisions that will at that point drive them in that direction. They not going to get there straight away.. Because people are just going to change based on that. They are going to start moving towards that through... yeah... different points... Its assisting them with the skills and knowledge and then the broader goal would be the HEPPP objectives...</p>
<p>P4</p>	<p>Not really... I guess when we set them up we do a twice year review with the partner so at the end of semester and at the end of the year full evaluation.</p>
<p>C2 &amp; P5</p>	<p>The program is interesting in regards to... our primary objectives are obviously aspiration and skills development capability of low SES high school students. Exactly... So we are always trying to evolve our practice and look at how we can best impact,</p>

	<p>we can draw on lots of other research for that and I am not going to lie its interesting and fun for us but at the same time it does set a number of questions up and we are continually running experiments and we've been lucky enough with planning to have made the right decisions and choices but there's always this questions... how is this going to roll and what impact will it have on the kids. Yes so we're making promises. So in terms of the evaluations we are in a situation where this isn't part of our HREC application but because the partnership happened after... we working with the school of education, maths dept and we helping to facilitate and we offering a reward to the students who do it. We've got 20 maths tutors as part of a maths course in collaboration with a maths lecturer who goes out and they do a series of 10 tutoring sessions with kids and it is connected with the curriculum of the school and through that process over two semesters, there are 40 kids who get one on one tutoring and the whole process is based around that initial diagnostic test at the beginning and then working over 10 sessions increase that student's ability. By the end of it do another diagnostic session and work out where they're at and then all that information is reported back to the school. The school has these personalised learning plans for these kids and they know where they are. I've just seen one of these reports and the students get course credits for this but as part of this process they produce reports and upping their game and skillset. Its very interesting to read with a year 9 girl for the first diagnostic session was performing at a yr3 level with fractions and maths and then by the end of the sessions hadn't come up to parity with her peers but had improved. There was the diagnostic breakdown of what she had achieved. So 10 sessions you could go well... really... but 10 sessions are enough to have an impact. Its one of the things that we struggle as our programs are seen as short term but actually what we becoming expert in what impact we can have and how we can facilitate in a short term structure and we've been forced to come to that and establishing that. So luckily we will probably be able to report on that because the lecturer is allowing us to report on that. He is partnering with us and he sees that as part of a research program for himself. So we will be able to report on that vicariously, we're desperately trying to find innovative ways to evaluate what we're doing but it's a struggle mainly around time commitment</p>
P8	<p>So do you mean like KPI's? Yes we set our own. We should maybe have sat down with [redacted] and [redacted] and said what do you want from us? But I find they are quite kind of open to discussion on what we think we can achieve and so I think this year, last year the target was 200 students, and it's a tricky one... so its 200 students through [redacted]. There are more students that I know have been placed in roles around the university but I don't take credit for them if that makes sense. Down the track I would like to say that the overall numbers of students that get employed on the campus does get attributed to me and promoting it, but at this stage that's not counted. So the people I recruit for, there was 200 last year and we got that. And then this year its 270 which should be doable. I think we will get there just. But I also a few little extra things for example, last year and this year, we had the election. Election last year and then the Senate election this year and this doesn't count towards my KPI's because its not on campus and I did a bit of a deal with Electoral Commission and I got about 130 students last year working in the [redacted] centre and then this year they were so happy with the students that they let us do an exclusive, so everybody in the [redacted] centre for the Senate election were [redacted] students, about 250. It was awesome and I worked that night. It was in the vote counting centre watching and it was really cool to see so many students. And that was a time when I went.. You don't need any kind of skillset for this. You cant have any, you had to have a clear police clearance which actually did count out a few people which is shame because I think they need opportunities to get employment, but when it comes to something like an election you see the ones I know we don't want anybody else. But it was great with so many students, so that was like a bonus.</p>
<b>How do you know if the outcomes are being met</b>	
P2	<p>It's very adhoc at the moment because the role has been quite adhoc. When I established the position, I sat down and said here is the position, here are some groups that I will be working with but then that's evolved over the time I've been doing the position to where the demand is and where the need for the service is as well. So its been... Yes which has made it very difficult with the measurement of outcomes and for the reporting of things has been challenging. Also because I guess the ultimate aim or goal for career development learning is such an ongoing thing that we want to help the students to understand so I guess we engage with them with regard to a specific need at a specific point in time. But to measure whether that intervention or that support... you can't really measure until they are out of university and then reflect back and say that yes at that particular point in time helped me in this, this and this way, so I was then able to sustain my whole degree and find meaningful employment in my chosen area and that intervention in the beginning stages really helped me establish what I was really looking for. So that's very difficult... I would probably see an increase in your self-awareness and self-confidence</p>



	<p>about what your strengths were and what your interests and motivations were. I would probably see an increase in your awareness of the different opportunities, so do you know what the pathways are available to you... do you what the occupations and courses match to your interests, your skills and your strengths. I would see that your successfully gained a place if it was that transition in which is probably one of the easier things to measure. You know did you get a place in the course that you are interested in and then I guess down the track, I would want to see are you enjoying that course, is it what you expected and do you finish that course and then do you go on to find meaningful employment in that area and of course acknowledging that the pathways are always going to be clear. The nature of Careers is that you are don't make that decision once and then it all works out. It can be a fluid process. Then we would want to see, did you have the skills then to recognise this wasn't the right choice and why this happened and then reflect and go through the process again to change tack as needed.</p>
P3	<p>Yep I did. This was all done a bit blind because I didn't necessarily have anyone to work with on it.. and also like I said people didn't really know and I didn't really know what I was doing and I wasn't really informed. What I did was have a look at what the KPI's were of the [REDACTED] funding and had a look at where I think I actually sit. So do these look familiar to you... So this basically people accessing and being involved in [REDACTED]..</p> <p>Understanding and awareness of HE</p> <p>Pre Tertiary achievement</p> <p>Increase applications</p> <p>Connect with University</p> <p>Link to university's equity programs</p> <p>So what I did was... actually this was the HEPPP ones and not the [REDACTED] ones. This was the just those four.. does that make sense...</p> <p>So what I did was I got the blueprint and had a look at where the different competencies could help to achieve that [REDACTED] outcome. Eg: raising awareness and understanding of HE.. obviously through Pathways they can do that. So I have a person come to me say they have no idea of what they want to do then part of how I am going to work with them is saying have you considered going to uni?? Or if they say they want to become a nurse, I would say TAFE enrolled nursing and then registered nursing... through that pathway planning.. they will have a awareness that university is a pathway.. Make informed choices about their future... one of the competencies is effective career decision making.. in making decisions about which careers they want to do they will have an understanding...that's basically how I've done it. Now every program that I develop or every resources that I develop doesn't cover every competency... its impossible.. but there are key elements to this... Now I go... if I've developed this resource, this resource covers competency 1,2,3... I go to this and say that I have met the top 3 [REDACTED] objectives...</p> <p>before I started... So how am I going to measure that...</p> <p>by increased numbers of low SES accessing [REDACTED] .... Because if a client is part of the [REDACTED] program it's an assumption that there's an element of career development in there, so I can report on that. Because its implied... its doesn't actually matter what they are doing.... Because all the competencies are in here... I can actually say that if they are doing an [REDACTED] program I can actually saying they are doing more than one of the competencies..</p> <p>Then the next one is the enhanced ability of low SES groups in the [REDACTED] program to be confident, self-directed in their career management... This is actually more at a careers level at this level. So we've got the [REDACTED] level, then we've got my level. So the individual level I guess. So with everything that I develop and that I do that has a career level in it, my main goal is to enhance their ability to become confident, self-directed in their career management and possess the skills and attitudes to make effective career options because in these competencies there are activities... So if I want to do competency one, these are some things that I can do. For all competencies there's an activity that's connected to that which I know will help to</p>

	<p>increase their confidence... It's the hard part because its impact that we have to measure. So this is why the training yesterday is really good because I can go... how do I measure confidence. I know you feel confident then compared to how confident you feel now. Career management possess the skills and attitudes.. So each activity that I give them will have an activity connected to it. So there's an act... so if they have acted in a way it is implied that they now have the skills and abilities. And then at more a [REDACTED] Centre level, because we have the [REDACTED] level and then we have the individual/client level and then we have the careers level which is there is a longitudinal benefit, because if they do come to [REDACTED] then they are going to be aware of the [REDACTED] Centre because I am acting as a careers centre representative... that they're aware of what they need to do.. that just after coming to see me is not the end.. that they know... once uni is finished they still have somewhere to go... This one is continuation of service... this is probably more qualitative data.. this is basically more where I go... Who has been in the [REDACTED] program??? Did they come to [REDACTED]??</p>
P4	<p>We go and meet with the uni partner and say what went well and what didn't.. There's a really comprehensive document that we put out so we know what's been done and what they would like to change in the future .. I don't think it's necessarily KPI's because it's a community program but its more assessing what the strengths and weaknesses are...</p>
C2 & P5	<p>A lot of the questions are based around Blooms Taxonomy and emotional intelligence and looking at how we can have impacts on those things. So if we can say that we've helped these students go through various levels of Blooms Taxonomy obviously we're increasing their capability to study higher education because we are increasing their ability to engage with educational material. To the same extent looking at emotional intelligence, if we can engage the student to change their attitude more positively, they will be more engaged with their studies and they will feel more confident and they can certainly achieve goals more easily they are more dedicated, if they can manage their time more appropriately. These things aren't specifically taught in school, its part of the osmosis effect you going to absorb it from your peers and that's why the coach is a positive role model in the classroom. Then that comes down to its somewhat perception based but we're trying to come down to increase the amount of perception involved in that evaluation, but it ultimately comes down to look we tried to highlight some very specific elements of Blooms to scaffold the one on one relationship between the mentor and mentee. So the mentor or tutor can after that learning situation can come back and reflect on that say I definitely, because its embedded within my training I can say that I engaged with that student and have advanced their understanding of synthesis or analysis within Blooms taxonomy. We've also realised that we have to dig deep and focus on a couple of elements within the spectre of emotional intelligence and that key skills et. We have very limited times, so what can we realistically do. So we highlighted two or three very specific concepts within that model and the idea there,... what we can measure is we pretty sure those specific concepts are not covered within the curriculum whether internal or external within that school. What we can say is that by the end of our interaction whether its 10 mins or 28 weeks, we can come back to that student and say this emotional concept... did you know it before, did you understand it... we can go tick we have had that impact... that's what w have had to resort to.. its taking theories slightly outside the box.. like EQ... there's lots of research around it none of it really agrees with.. but there is peer reviewed research... its not really covered in schools but there is a lot of interest in private schools but we can embed this within our training and relationship and we can measure it in a very simple measurement.. do you know about it now.. did you know about it before.. job done.. How do you capture that in terms of raising aspiration towards higher education?? The fact is they have had very little exposure to university. Is just a tick box that we brought them on to campus therefore they are aware of it. Because they connected to rowing via a university sport, does that raise their aspiration.. I want to go to university so I can row at this rowing club. In terms of their capability and eligibility, well they are completing these workbooks including their terminology, demonstrating desire to learn and improve as well. But there's so many other things that they are getting out of this program and we can see that they're learning and building from again... that's difficult to report on and those moments where there's that enjoyment and I can do this and I want to do this... they are supporting each other and there's this sense of community within it and that collaborative learning which is what this program is about.. every single party involved is supporting each other in their learning.. how do you capture that effectively in terms of evaluating what we're doing.. I would add to that the issue is not only the lack of clarity and how do you measure impact.. is how do you define impact in terms of the outreach program.. We consistently have the message [REDACTED] is emotionally invested in this programs... every time a students doesn't turn up to training or pulls out then he... affects him and one of the things we keep saying that if it was easy we wouldn't be there. If these kids turned up to every session and did what you wanted then we would be working with the wrong kids.. so how do you encapsulate that in terms of impact when its been diminished to the standard barometer being the attendance at school increasing or that they have produced all the work you</p>

	<p>asked them to or that have turned up on campus and seen the university sign.. we've made up 15yrs of deficit and we have a 12 week programs and its reduced down to these small little figures to encapsulate your program and ultimately its completely missing the point. If kids turned up consistently, then we're missing the point.. we want kids to turn up to half the session and they've come out of it and reflected back on it and they've taken something away because they just haven't improved their attendance over 12 weeks. What realistically... if a kid has turned up to all sessions in that 12 weeks, how do we know that we just haven't got that kid in a good 12 weeks and then they come out of it and slip back into all the issue because we not there to support them anymore.</p>
P6 & P7	<p>It's a bit more tricky for us.. We have a good reporting system that we use.. which is obviously confidential... how many clients do we see.. how many repeat students do we see? The difficulty with us is it a voluntary service so people don't have to come and see us, but also if they don't come to see us that's a good thing. We look to resolve their concerns.. and sometimes what is considered a good result for the university is a good result for the client.. If someone is so unwell and they withdraw and come back when they get better.. it's a positive result for us as well. Whereas some people we can find them accommodation and that's in their best interests. At least they come back and know how to budget..</p>
P8	<p>Yes so it worked out really really well. And all of those students got (inaudible) and I have seen a lot now... Resumes coming through where they actually didn't have any jobs and this is the first job that they listed and that's really nice. So that's not.. that doesn't count towards my other KPI's... Look it could do and I am sure that at the end of the year when I put it in my report I will get some credit for it. But its not.. I did that but if I didn't place anyone at [redacted] then I wouldn't be doing my job. So placement is obviously the big thing. But also faculties engaged.. so who am I working with? Am I meeting with new areas? You know getting the program known and used elsewhere. There are still plenty of areas who don't know about it at the moment and I just don't have the time to get out there but referrals tend to be staff referrals.. you know I need to hire somebody.. So you should talk to [redacted]. [redacted] will get you someone. That helps a lot. Also resumes. Resumes get reviewed and students registered. Because anybody that's registered gets this great service so...??? I don't actually think I have a KPI for that. I think its just we report on it. I think we talked about having a percentage of equity to non-equity students and I don't think we actually locked that down. And [redacted] and (inaudible) have been very kind of and I think they are like this with everyone, I don't know if you noticed this with interviews... Impact is really hard to measure sometimes so I'm tracking as much as I can. But you don't really necessarily know. But I got as part of.. I am probably answering another question of yours... whenever a student applies for a job or whenever they register, I have got a section and its my final section and is titled student equity and it's a little blurb... [redacted] is committed to promoting equity, ethics. We strongly encourage students that have been educationally disadvantaged to apply for roles. Or something like that. And then we say that... please let us know if you identify with any of these below criteria and its you know; Aboriginal and Torres Strait Islander; First in Family; High school identified as low SES; Permanent home address identified as low SES. And I have got a little link to where they can check it or they can call me and I can check it. What else is there?? regional and remote; previously been incarcerated; refugee something or another. It was more the formatting and for us its actually... we are quite lucky because to some extent we can measure impact because we have numbers. We have very specific...</p> <ul style="list-style-type: none"> <li>• If they apply for a job</li> <li>• If they have a resume</li> <li>• If they get a job</li> </ul> <p>So we can actually count stuff. In some of the other programs its very hard to measure the impact that you having on people. Whereas we have quite solid... quite lucky... so the reporting is not very hard..</p>
<b>What are the requirements of reporting for HEPPP initiatives</b>	
P2	<p>[redacted] reporting requirement are quite open. They not really very structured. Probably at the end of last year was the first time that they actually gave us a template to work with and that brought up lots and lots of issues for me and the way I report. Before, we do quarterly reporting, it was like your report your program. Every program is different and you present the information in the way that you feel is best. So what I did was work out different programs or services and broke down them down. So [redacted] was one and I recorded key engagement and service points for that. So I recorded I saw this many students, these were the issues they presented with, I delivered this many workshops with this many attendants, this was the feedback. I did it this way because I didn't do workshops in all programs. Some of the programs were on a one to one basis</p>

	<p>and more about information and awareness building. So that's the way I had done it throughout the year. Then at the end of the year they said they wanted the full 2013 and they gave us the template which was then different to how I had been reporting. I found it very difficult to then fit the data into a format they wanted and then identified gaps where I needed to do more evaluation and surveying type feedback. I also needed to look at better ways for us to pull the data from our own record keeping systems, because a lot of it I had to collect and record in my own spreadsheets and it was quite manual intensive. The actual Career centre has a database called [REDACTED] that we use but it just was very problematic to pull out equity data. That is something we are still working on and how do we make that system work for us to record and identify the students and be able to easily pull the statistics out.</p>
P3	<p>It was easy.. It was just basically just an overview of what I had done in the past 6 months. I haven't done any measuring.. In the reporting I have just stated what I have done.. There is no actual measure on what I have done... No I just wrote down what I did. <b>On a Word Document??</b> I had 8 resources... I saw X number of student/people. I had X amount of workshops... I had X amount of meetings.. X amount of partnerships developed etc... So it's all very anecdotal.. quantitative.. just numbers.. what I haven't done is I haven't measured my impact on those people.. I saw 13 people in January for appointments and I saw them all about 3 / 4 times. What I have actually recently done is called them and said " how are you going??" So I now have been able to find out what is their progress.. what I haven't done is that confidence. I haven't asked those people.. how confident do you feel now and how confident do you feel later?? I do Line Mgmt reporting every 3 months.. and then 6 month reporting and that goes to the department..</p>
P4	<p>Yes [REDACTED] is our major contact.. He looks after Outreach so I work with him. He basically tells me what I have to report on and I write the report. We also internally [REDACTED] [REDACTED].. I think its twice a year I write an official report but we meet regularly and have a chat about opportunities and stuff like that. We get on really well so that lovely. Internally we produce a report and we also do our reporting on other initiatives based on our corporate funding. <b>So multiple sources of funding and you have report for that??</b> Yes lots of reports cluttering up my desk... <b>Did you say you were there pre HEPPP funding??</b> Yes that was before we could afford any staff.. <b>So you know how some of the reporting requirements have changed this year, has that affected you at all??</b> So not really.. actually this is the first year ever that I had a months' notice for reporting so that made it easier.. before that it was like ... hey [REDACTED] so in 3 weeks I need... So at the start.. That came out from [REDACTED] so we all knew when to report...It was helpful..</p>
C2 & P5	<p>Something that has always been a bugbear with me through my entire teaching career is ... I've seen examples of taking this kind of student reflecting on their own practice and I've seen and worked in schools in really innovative programs where students have been involved in administration matter at the university.. they observe teachers and write reports and things like that although I think that's interesting and that and reflecting is innovative practice, I really don't think that its good I don't like the fact that a lot of the programs the teaching is disseminated and diminished down into these token comments and outcomes and achievement results and people who aren't really qualified to report on them are giving their viewpoint. A lot of our feedback is built around asking students what is the impact you had... and it's a valuable thing to do, we should ask their opinion but I don't think there's enough onus placed on the fact that these programs are being run by professionals who have built career around designing these programs. I don't think they are given enough time to reflect around the design of their own programs.. when I report on a program there isn't a box for me to reflect on the program, there's a box for how many students I have engaged with.. the feedback they have given... but the report your producing is distilled down to the data from everybody else except the expert who has designed the program. My only avenue then for putting forward my viewpoint is engaging in some sort of personal research program where I can produce articles and conference papers and then I can give my opinion and make myself heard. But in the official reporting structure there is not enough focus on.. look I've got 10 years experience teaching kids and designing programs.. where is my opportunity to reflect on my professional opinion to say that I've...I know there's issues around quality assurance but I should have in terms of funding requirement.. there should be space for me to give my professional and critical opinion of the impact and ... <b>So the current reporting doesn't allow that??</b> No it's a very simplistic structure and to be fair its based on conditions of grant that are set out and there again its just reduced down to these snapshots of what are you going to achieve, the number of students you get in the program... we going to produce a report for the program ..... very little space for nuance and ultimately its designed around the idea that you produce a report and someone can quickly scan for information. I recognised that's how its designed and we encouraged ... we teach to tests kind of thing and with the report we just highlight sections of KPI met, KPI delayed and a</p>

	<p>little bit of detail... and they want you to state where are the students you working with and all that is really important but there's no expectation on me to produce anything more nuanced in terms of opportunity to reflect on the practice myself and also put forward my view on what theories I have embedded in the program and what I based my design of the program on... they ask for materials and lesson plans but I am not a huge fan of lesson plans anyway.. I have been involved in observations on prac students and you're handed these kind of state designed lesson plans and well.. they just seem to want you to run the lessons the same way with very little creativity.. I think there's not enough space that these programs w=should be designed by experts and professionals and maybe some of the reasons we not getting best practice reports and such is that there is no avenue for taking ownership yourself because you're in a 12 mnth contract and why would you do that. I think that's an issue. Potentially there should be some space for that to happen ... I took the job for the reason that I am dedicated to this model to tr and better the students lives and opportunities and the reason I feel like I can do is that I have a little bit of expertise and I feel I can do that. We very lucky that the area that we work in through [redacted] and [redacted] and [redacted] we get a lot of praise.. internally we're very well supported... but outside of that Outreach space particularly when we got the govt taking away targets and playing around with budgets and not offering.. how can you expect that expertise will build up in 12mnths ...</p>
P6 & P7	<p>To be honest with you we do find it a bit tricky sometimes.. we try to explain how many students we saw for what concerns and try to give some examples of what we have done... and all the group programs and how many people we had so that's kind of how we try to show... so of course if we can keep someone at unit that's a benefit..</p>
<p><b>With initiatives being embedded in 2014, how are the reporting requirements different/similar?</b></p> <p><b>Were any workshops conducted to advise staff of new requirements?</b></p>	
P2	<p>We did at one of the Op group meetings we did discuss it, unfortunately I couldn't attend that meeting. But we do have a planning and evaluation PD on Monday so looking forward going to that as I guess it now plays on my mind. It wasn't very successful last year, the way that I had recorded and collected things in terms of the format that they were looking for <b>but you only found out that format at the end of the year</b> yes that's the format they will be looking for at the end of this year so I need to work out how to do that best over time. No this will be the first. I've done [redacted] [redacted] now for 6/7 yrs now and most of the reporting is, has been a group report, so we report as a Centre. Our centre still reports that way to [redacted] [redacted], that's the food chain that way. But my role being HEPPP funded has to report separately and in a different way which is why all the things we had set up for recording data, and all the other CDC's record data but then based on what I needed to report on we weren't able to pull that information. It was challenging and still is challenging.</p>
P3	<p>I think its... well I have already got ... So my end-of-program outcomes are going to be the [redacted] objectives... So I have already got this.. I will be able to go back and say I saw 50 people and they met these competencies which is number 2 on my ABCD document which is going to add more value than just saying I saw X amount of people. I should have definitely put that feedback from I got from those students into the report. <b>So is that something you will include in the future??</b>  <b>Blocks of comments from students??</b> Yes So what we have got on here... what we need to do... there was KPI's... expected and unexpected outcomes... what else was in that?? We did that activity where we went and looked at others and then we did activities where we kept adding after that... we had the little red dots with the KPI's... What activity did we feel was the most relevant in getting to that kpi?? Was it problems where we had to look at what could go wrong?? What could go right and then things that we could report on??</p>
P6 & P7	<p>Yes we did try and also did a longer report as well with graphs and charts to try and show them issues and how many issues and how many people came in more than once Umm I think probably as you write the more efficient at them.. Yes the first time we did it is was really long and we always recording but I guess in a different format but its just a bit XXX I think is how they want you to fill out more forms every year but basically we will write it and give it to our supervisor and deputy supervisor and she checks it and then it goes where it needs to go. I make sure we consulting the whole time with XXX</p>
P8	<p>Did it?? Oh yes the tables or something wasn't it?? Yes I did and so what you do is you set your own program objectives and then talk about how you evaluate them and yep</p>

<b>How much time do you spend evaluating your initiative</b>	
P2	Not a great deal and I think that's probably what has made it difficult as well. Its not my strength to do data collection. I am very driven by seeing the student and I can see the difference from my conversations with them. I can see how they change and I'm very bad at getting them record that in some tangible way. So I spend quite little time doing that and I know I need to spend more
P4	I read their evaluations... it's a part-time job and I spend two days a week working so maybe 4 hrs a week consistently
C2 & P5	I struggled with and got quite frustrated with myself recently because I was trying to evaluate the impact of our program and I don't mean necessarily the students but the program, how do we say the impact we having on this environment when the majority of our peer programs, so the ones that are closest to us, the voluntary models... and they are all producing these Impact Investment reports. So every dollar put into the program xxx is the result. I started doing the serious calculations around that. After about 2 hours wasting my time I came to the realisation that we are set part slightly because we work in Outreach and although the model is generally a volunteer model we have limited finances, we pay our coaches because we ask such a significant amount of time from them and that's sets us up more closely to tutoring and mentoring, private tutoring programs. Yes a couple of hours everyday. I would say I am in terms of percentage, you could say everyday we would be looking at our program evaluating, re-evaluating, design initiatives, designing new concepts. We have a continual ticking over of ideas whether it's looking forward or looking at the current program.
P6 & P7	Well with the groups things we see the evaluation form but for other things the head of service does the reporting
P8	Not enough... I could do more. I think evaluation would be very easy to do, its just that its one of those things that I haven't focussed on as much. Yes I just need to do more sitting and looking at the data and the thing is that I think I can use the feedback for promotional purposes as well, so its dual purpose as well. The feedback is almost always positive and I really can't think of any where it's gone pear shaped. Because the students are good and they only hire good students. I don't put forward people that ... <b>And as you say you done have the final say anyway.</b> Dare I say this it would be interesting to measure the feedback from the students not been placed.. There aren't enough jobs and all of those thousands of students who applied got a resume review, they don't care about that. They don't care so much, they do the resume review because they have to... they want a job and by not giving them a job they are getting what they want from it. You know if you evaluate any of the students that have been placed, they are going to be delighted. So you know I can give you 200 or 300 students that will talk about how wonderful [REDACTED] is but actually if you went and talked to the other students, they would go "oh well you know I didn't get a job from it".. Well I would hope so. And probably thinking about it now I probably should evaluate the students that have got jobs because its still a service for them. And maybe I should word the evaluation in a way... have you found the resume review useful?
<b>How confident are you in evaluating your initiative? (skills, time, PD etc)</b>	
P2	Yes it's a combination I think. I don't really know and I don't really feel that I necessarily have the right skill set to do it and I think that really the guidance I guess has been a bit like a bit of a loop. I go what do you want us to report and they say it's your program, do it how you think it should be done. We report and then they tell us it's not sufficient and then we ask them what they want and they again tell us it our program, do it how we want to. So it feels like your bumping around in the dark a little bit. Its only when you do something they say it's not right. So I think sitting down one to one with someone like [REDACTED] for example who co-ordinates all the HEPPP reporting and saying... this is my program and this is my reporting... How would you pull data or how would you report... even if wasn't [REDACTED] but someone who is more of an expert in that area of reporting would be really helpful
P3	Yes I think it has... It's made me feel more nervous because I realise how much work needs to be done. I thought I was further along in the process than what I actually am.. So I have to go back and revisit it all.. Its a good exercise.. don't get me wrong.. I enjoy this learning .. I guess it's like she said yesterday.. I can write a report and do all this monitoring.. I want to know that it's been used at the end of the day.. not just sitting there.. Look I know that it goes to the Department.. the people that signed it off.. but as far as.. I would like to know this work that I am doing is going to contribute to making this position

	ongoing after the funding is finished..
P4	I did a Bachelor of Marketing and Public Relations and I specialised in Community relations in my thesis so I've worked a lot with Qualtrix systems and very confident in their abilities.. I think it is a skill... writing evaluation surveys is an art.. you have to be so careful not to be biased and so careful not to ask leading questions and I think you can even manipulate those even the best reporting can be manipulated because you can get the best feedback and improve your program because of it.. But I probably do have an advantage because I just completed those units and knowing how to structure an evaluation survey
C2 & P5	I don't think either of us... we are coming at it from very different perspectives... I am coming at it off 10yrs as a teacher and head of department while [REDACTED] is coming at it from a current undergraduate.. But we both from a theoretical and philosophical point of view.. personally for me it's fantastic to have [REDACTED] input as he's learning to be a teacher, but we have very shared ideals based around it and in terms of we both look at research in our spare time and things like that, but I think coming into this... [REDACTED] has been trained in terms of the kind of standard of diagnostic testing that teachers give when they go into practice probably not a huge amount when I am being honest.. and I am coming at it from my teacher training and years of experience and head of department... and the kind of reporting and evaluation around that. And between the two of us we got most of our ideas but we don't have formal... but standard evaluation in terms of teaching... but in terms of the outreach space the content is very different and professional perspective.. what you can do is try and get some PD and you revert back to best practice research and things like that and it doesn't exist...
P6 & P7	<b>So if you had to give yourself a score out of 10 for evaluating, where would you put yourself??</b> On the process itself.. analysing data.. about 3 around there... depends on what kind of analysing.. maybe a 5
P8	I come from a commercial background and the places where I have worked previously its always being about KPI's and data. I worked in a recruitment agency which was very numbers driven. I was contracted through the agency to manage staff at [REDACTED] which is all numbers... Daily KPI's.. And then I worked as a manager at St John Ambulance. I was looking after, it was a Customer Service Team. We would have targets for First Aid training, the number of calls taken, like financial targets and I was looking after the PNL's for the business areas. So I had a lot of data that I was dealing with. So I have never been formally trained in evaluation but I have spent the last how many years living with KPI's.. So yes I know how to look at a spreadsheet and identify whether... well for the purposes of the business and I know how to evaluate the data. But I guess it depends on what... you can look at data a whole lot of different ways and depending on what you want to use..
<b>Feedback tools</b>	
P3	<b>So as far as workshops and from your contact with people, do you get them to fill in any feedback forms or survey sheets or anything like that??</b> Yes.. <b>And is that them using word answers or using a scale of 1-10 for example??</b> Both.. <b>And then what do you do with that data once you have got it??</b> At the moment it just sits there.. <b>Okay would that be something that you could use with your reporting??</b> Absolutely... but the thing is it wasn't put in a useful context to start off with. Do you know what I mean. Even though that I have got this.. when I developed it, it wasn't really reflected back on that.. it was more how did you feel about this workshop.. did it help you... whatever.. I cant honestly say that a workshop that I did with 30 high school students, I can't tell from that feedback whether it raised their confidence or whether their skills and attitudes are any different because the questions simply didn't ask it.
C2 & P5	Mainly its been on a feedback form, hard copies, we trialled with the workshop and campus visit model, we trialled using an online forms, the software that is embedded through the university (can send through the name). We trialled that, the interesting thing with that is its run for a year now and now thinking about transitioning into a different model. So we have this Qualtrix system that was mentioned and survey monkey. Qualtrix is more robust software compared to survey monkey.. The uni has a licence for. Again this is one of the problems, because of the funding model we always trying to do this in the midst of the actual model itself. If you imagine our program is a 12 month program we essentially find out at the beginning of the program what our ??? is because that is when we get our funding. We know how many students and what we can afford to do. So we start the program and then try and reverse engineer what we are doing which is a struggle. For example Qualtrix is great and was recommended to us, so lets roll it out. We've got some iPads this year and give them to the kids and it all fitted in nicely. At the last minute we find out that we actually don't have a licence for the iPad application so then we have to

	<p>work out.... do we buy the licence and that sort of stuff.... So we're working through that at the moment. But the idea is that feedback forms transition as much as possible online. There are operational issues that can be had with that. For example it might work with the workshop and campus visit because we are in control of them. We have educators here who run those programs and the campus visits obviously represented by our guides so we can ask them to collect the feedback so we can do it online. But within the teachers and mentoring program it's a slightly different story. Collecting feedback... a lot of it again it comes down to co-ordination within the schools. So the hardest thing again is getting the buy in. Because we tried to set it up as a service within the schools, we're trying to put the onus back on the staff to do it. And its been up to the school co-ordinators to disseminate those into the school, either electronically or on paper. We've created links through survey monkey and Qualtrix trying whatever we can do to ty and get information from them. But its hard to get it back. So what we doing this year with the coaches themselves is they are actually going in to the schools... they have either got links to Qualtrix on their personal iPads, smartphone or other device. They have also got paper copies of everything and again the school got two options.. they can either get all the students in the class with a coach to do it, because the coaches are working around all students or alternatively they can get one class within the school as a focus group, with a sample size of 5 students and then consistently pre and post.. how those students have gone and their experiences with them. Its just difficult getting people to do it. Again 36 coaches in different schools. You have to make sure that the coaches know what they're doing, as well as the teachers. And working knowing what they're doing and its relying principally on the information from the co-ordinators to the school staff. Again the schools we are working with, the staff are over busy, overworked.. Its just difficult getting that information overflow and the communication isn't as effective as possible. And so this year the coaches during the interview process were told that evaluations are what's going to keep the program running. Evaluation is what's going to keep you here next year and given you this opportunity. So they understand it's an important part of it and so they can get the teachers they work with to fill out an evaluation, either 5 students or a selection of students from one class for sample size, or alternatively some schools are very open to getting all students because they appreciate the support the program offers. Other schools saying it's a time commitment they don't really have time for. So it's a bit difficult. But then the coaches themselves fill out surveys as well. Some of it is really perception based because we trying to raise the aspirations and awareness of these students towards higher education and increase their eligibility and capability. It's difficult to get the results, academic results of the students.... And again looking at the impact we could be having. For example in a program we have one coach working in a class of students and again they spend the whole day with that teacher, so see different groups of students every class, that's one a week they might spend with those students. Over the course of the second week they spend another hour. So over the 18 weeks of the program they spend 18hrs in that classroom between all the students. Maybe each students may get 10 mins per session (total 180mins) Then you have to work out how of that time was teacher talk, how much was actually actively helping and engaging that student as opposed to just overseeing. So in breaking that down, over the course of 2 hours what impact are we actually having on the academic grades of the students. Therefore if we ask for those results, are we taking away from the teacher?</p>
P6 & P7	<p>Last semester they did a survey.. they don't do [REDACTED] surveys every semester. We supposed to do it.. well we did do it last semester but it was overly helpful in being able to pinpoint each.. so we going to try and do a survey for individuals.. I think the main outcome is just to support students.. Yes counselling and disability service do like a survey as well.. and this year we going to try and get it more focussed because every year we get satisfaction surveys.. Yes. Paper format. The one at the end of the year is on Survey Monkey..n</p>
P8	<p>Yes I try to. I do actually have some forms I have been a bit lax in sending them out. They are online, always online. So the great thing about [REDACTED] [REDACTED] is that you can create forms and documents. You can create like a survey form. It's a bit like Survey Monkey... have you ever used Survey Monkey.. Its like that but in [REDACTED] So I can create a category and out your name in and your student number and it will auto fill a lot of that data if they have logged into the system. So its all nice an clean. So there's free typing sections though sometimes I will actually ask them to answer questions. I will say tell me about your customer service experience and I do it in the form rather than on the resume because I want to see if they can write well. I will say that your communication is being assessed as part of this answer. And also means that's when I am reviewing applications, I can dump it all into a spreadsheet and I can actually compare their answers to each other. I use forms a lot for different things and I got satisfaction forms to send out to employers to find out if they are happy with the service, happy with my performance and happy with the student. I have a student reflection form which is more about how they feel they are benefitting from the work that they are doing and how they went. Its more kind of a tool for them to have a</p>



	<p>think about they're going and their skills identified that they maybe need to work on. And all the stuff that they type in is at the bottom.. a lot of this stuff you can now use in your resume or this particular you can give as a time in selection criteria or job interview. So its kind of a nice... I was really proud of that form. You actually reminded me that I really need to start sending them out. <b>So do you do that as a one off for the student?</b> It's not automated so what I should do and if I had a system that was a proper CRM, you would create a workflow that once the job starts in a week's time you could have an automated check and it could be an email that goes to both the student and employer to say hey how is it going and then 3 months down the track or 1 or 2 months down the track, an email saying just checking in. Can you fill this little questionnaire out? [REDACTED] designed it like that capability. It was never made for CRM, when we tried to use it as CRM it was not... but ideally that was how I would set it up. So everything was automated so that their forms and feedback got linked to them in the system. That's doesn't happen either.. Yeah so that would be ..</p>
<b>Evaluation PD workshop?</b>	
P3	<p>One bit of feedback that I gave for yesterday was that putting people from the same service together wasn't a great idea. We are so engrossed in what we do that looking outside the box is very hard and your team would have been an ideal one to sit on because not only are you doing a PhD but someone who is actually employed to do research on people... So we felt a little disadvantaged because there were only 3 of us but we all actually do the same job. So we weren't able to get new perspectives because the most useful activity for us was when we all had a look at each other's and then other people saying what about this and what about that... Things that we never would have thought of because we are so immersed in it.</p>
<b>Current evaluation</b>	
P4	<p>Yes that's our internal document. That's what we make as an internal organisation which we have developed over the years... start of semester.. end of semester... community partner reviews.. as well as evaluations of all ??? kind of get a view of the way the program should be going... <b>Would it be possible for me to get a copy of the report???</b> It doesn't have to current.. even a previous copy of report?? I can ask [REDACTED] because he would have to decide if it's appropriate, but I can get you one that's not been filled in.. Yes we do an end of year evaluation survey online called Qualtrix so that's pretty comprehensive but they always have a tab so they can always provide feedback... some of our programs also do an additional at the time so (inaudible) a survey at the back of the bus so everyone has to do it.. Our remote indigenous programs... she does an evaluation as soon as they get back from the camp so that's a very intensive program... people go away into a community for a week.. can be up to 2 days.. so it depends you're put in a community and it quite... so there is cultural training if you want to do it.. that's a lot more intensive so that evaluation is immediate and full-on. But there is also the end of year one...</p>
C2 & P5	<p>I suppose what's fantastic from our side of the program is our objectives and evaluation is inherently linked with our funding model so objectives are set by what is agreed or mandated by HEPPP and the Federal government and they put forward these concept and our objectives are just taken straight from there, the HEPPP rule book and they are aspiration raising, awareness, capability these kind of concepts. But they are loosely framed concepts and what we don't have is necessarily a working definition that is consistent across all these programs that we can then take that concept, look at the definition, break it down. For our program as it what that means. We were left with having this as an objective and trying to define it ourselves. We are maybe slightly big headed to think that we've come with a very good concept of that and break it down in an innovative way but at the same time we breaking down and reporting on it and that the sort of evidence we give back of the impact of our program but we have no idea of how that's going to be received. Are we doing it right or wrong or whether we're been slightly arrogant and for any good reason. But what would be fantastic, whether it came from the federal government or externally would be to have some kind of definitions for the outreach space. What these things mean.. what is aspiration and what are the potential ways that we can measure it?... one of the things that we know is through this program. E.g. we trying to get some of our programs WAIS accredited at the moment that process is changing but we wont get into it but one of the things that is massively apparent is that the school is looking for things that are outside of the curriculum... to extend and support their students in a way that they can't provide and of course that shifts and changes depending on the budget that the school gets and I suppose within that outside the curriculum bucket support to students... what does that look like.. what is the space we filling... from my understanding with the programs we all just trying to find interesting ways to</p>

	<p>do it when we get to conferences... most programs are doing it in a similar way but no one is reporting on it. So we doing it but it looks like no one has been doing anything particularly innovative in the technology space... no one has been doing ... as long as Outreach has existed but we just keep using the same model... a definition of that kind of Outreach landscape.. and the concepts that are inherent in it that we all talk about .. raising aspiration and increasing awareness in tertiary education.. what does that mean.. So much comes down to knowing the evaluation and this is why the flaw is not getting enough evaluations particularly from school teachers because they are the professionals and using it to validate the students themselves including the coaches. So the coaches themselves say they initially didn't feel confident they could succeed at school, then they do feel they can.. the teachers reinforce that and the coaches say they helped the students go through these activities and they say .. yes I have had the impact in these ways without the three points to pivot on.. It becomes very very difficult. How does the student feel at that exact moment in time and its difficult to gage. <b>So as far as evaluation then of programs, has that been part of programs and reporting in previous years?</b> Yes I guess we are lucky enough this year that through the [REDACTED] program they have hired [REDACTED] and she is creating frameworks to simplify the process and creating structure and incredibly helpful because you know she is obviously a researcher and has all that experience and she is creating interesting models and frameworks and really what we expecting is that those models will give a formalised structure that you can overlay the theories and research that you're reading into... well go and say that these are the ideas that we are playing around with and trying to be innovative... this is a recognised evaluation structure and here is our program... lets put them all together and see what... Again ultimately we had to set our evaluation process up at the beginning of the year, February and march... and I am having my first evaluation workshop tomorrow or next week... [REDACTED] was sent to that one and she has written a specific one for [REDACTED]...I mean its great but again this will all come back to the idea that we can set up for next year... I would hazard to say that this space in terms of large.. that ultimately what evaluation comes down to is the intentions and inventions of the co-ordinators of those programs and those are the range of different people who work in this space.. Some have come from education like myself and some have come from community spaces and we all have different skill sets and so that in terms of having to invent your evaluation creates a hotch potch of different ideas and ways of evaluating and different focuses... I guess that's one of the problems with the outreach space that there is no consistent way to evaluate..</p>
P6 & P7	<p>Maybe from our service standpoint and not really to do with evaluating... you know as we're promoting the service more and more, getting out there.. our caseloads are increasing so there is need.. so I guess we need to try and evaluate that and show the need.. and being able to show other people...</p>
<b>Stakeholder input</b>	
P4	<p>Yes we do, particularly in the planning stages... we meet with them a couple of times Yes the scope and establishing... so we have a set of questions which works through establishing the criteria... we won't just partner with anybody... it has to fit. It has to be appropriate.. (inaudible)... Also to make sure we're serving the right people. You know we're working with aged care staff and then the aged care facilities were asking us to come and there and we realised that you're privately owned and this is going into someone's pocket.. we wouldn't partner with that. You know you have to draw the line somewhere.. it's you know that people deserve it just as much to develop their literacy skills but it shouldn't be going into someone's bank balance at the end of the day.. which is sad but services should be provided. Yes so we do an initial meeting and we plan then we go away and from what we've established with the program and that's all excel spreadsheet.. so questions inaudible??? And then you write up what it would be and go back and do a finalising meeting and check they are happy with everything and then advertise for volunteers, fill in all the admin associated with it, insurance Working with children checks... that's a big list and like all the project management... and then once you have all the volunteers... do the briefings and that kind of thing.. and then the first session happens... check in kind of thing to see how did it go... call the partners and see if they are happy with things.. and then do the official evaluation at the end of the program... the volunteers do Qualtrix and then we also go meet them.. if things are really hectic we give them a call and talk over the phone but we rather not.. Yes we like to go and see them but life happens and sometimes things are a bit hectic so then its either in person or over the phone. So basically at the start and end of every semester there's a meeting... usually in person or sometimes over the phone as well</p>
C2 & P5	<p>Yes any stakeholder that you can imagine. So you would have feedback questionnaires pre and post set up... to be honest with you this is the first year that we are rolling out across the program.. we have tried various methods with in particular the</p>

	<p>██████ model.. there have been different co-ordinators through the program and they have had different ideas on how to do it and then every year there is some change because the impact-feedback response we looking for, not in terms of results, but how much feedback we get, so the means of collection. So essentially the major stakeholders we get feedback from the students that we working with, teachers as far as possible, main co-ordinator in the school that we work through and any staff in terms of ██████ uni students working with us through the program. So those are the main stakeholders.</p>
P8	<p>Yes so a woman who used to work in the ██████ Centre whose husband was the state manager or something. He has, they have to be impartial about everything so she suggested it and then he said that "I can't appoint ██████ to do anything" but ██████ can approach this person that works for me. Just don't tell them I said anything and offer your services, so I did. I spoke to a woman called ██████ and I offered my services and said look, how about you consider students and in fact, I will do the full recruit for you, I will send you all these people and so it was the what we did last year and in the interest of being fair she actually approached all the other universities and asked them if they would like to do the same thing and they said oh you can put a job ad on our job board and I think she did and they got a few people but I did the full recruit. So she knew they had all been screened and she didn't have to do anything. She won an award, a national award for her initiative of partnering with the university and to recruit. We get along with her really well and she went OMG I won an award, so that went really well. So then they had to redo the Senate and so spoke to her.... And she actually rang me and said that are going to have to redo the Senate and so are you ready to do it again. I said definitely, can I do the lot this time and she said yes. So all the staffing for the Vote counting centre were ██████ students and then her colleagues were also filling Polling places, the booths and they kept pinching our people from the vote counting centre and I only had a month, I couldn't recruit until it was officially announced and had to know if people were available on that date. So I had a month and I knew I was ready to go. And when they announced the date I was ready to go. And yeah they kept pinching my people and the polling place I don't know how many of these students have all got work and they are getting it close to home so that's great. So there was probably more like 300 to 350 students that got employment through what we did and its really cool because the AEC, it was the senate recount and the senate re-election they, it was such a big deal, all the head honchos from the AEC came over to WA that weekend to watch and of course they were in the vote counting centre and they seeing all these people. So they were like "where did you get them from?. They said they are all students from ██████ and they had a little chat to me while they were there and said this is a really great initiative and we would really like to partner with you and the universities around Australia when we do an election and I was like yes lets do it. So they are using a bit of a case study.</p>
<b>How do you see or measure impact?</b>	
C2 & P5	<p>I want to speak briefly about two of the students.. One is a year 8 girl really engaged with the program and the school said that when she first found out about it she wanted to go and try a rowing machine to see what it would feel like.. a bit of research about it as she had never done anything like it before. They said she's never engaged with sport before and she wanted to do rowing.... she's never been out on the water and she wanted to. She comes from Port Hedland and lives near the water so this would a more like back home. And she loves it she is determined and she wants to come out on the water at 5 in the morning... imagine a 13yr old girls.. I want you to wake at 5 so you can come down to the water for a training session at 8 degrees. But she was that motivated and she wanted it and she was waiting for me when I picked her up.. like that's amazing.. the school said that she is not like that at school.. this is different for her.. but if I can demonstrate that she is learning and increasing her learning and developing those other curriculum objectives that I can address as part of this program. This is having real impact but again her impact in the classroom in a regular school is different so its difficult...</p> <p>Another student male student.. this weekend they are rowing their first race.. so its pretty exciting so one of the boys came up to me at tutoring last night and said.. Look ██████ I know I haven't attended and I am really sorry, but I came down on Monday and I worked really hard and I deserve to be in the team.. I said ██████ I really appreciate what your saying but you haven't been down to all the sessions and all the other boys have.. If the other boys cant row then you can ask them about it but its up to them.. One of the other boys came down and said that ██████ just came and talked to me and I would be happy for him to take my place on the weekend... I said do you realise that you are one of the better rowers... yes it doesn't matter because ██████ really wants it and I feel that he wants more than me so I want to give him the opportunity.. those boys and skills that they just demonstrated supporting each other.. and the selflessness from the senior student and that desire and</p>

	determination from the junior student... how do you measure that impact that the program is having..
P8	We don't really talk too much.. Impact is something that.. its very easy to count numbers but measuring impact on people is something that I don't know much about and I don't know how you would measure that and I think that would be great to learn and especially with students and with something that such a soft skill.. this is not just about them getting a job, this is about how its impacting their lives. And all the students that don't get jobs, is this information we have given them, like the feedback and the skills... is that useful and have they used it. It's a lot harder because they have to assess themselves and whether they feel that its been useful. I think that's something I don't know about and it would be useful and great to learn more about it.
<b>Funding Comments</b>	
C2 & P5	No it isn't something new. The programs have been HEPPP or externally funded for their entire live span which is the only reason these programs exist. But it also means that because they are not necessarily embedded in the framework of the university as a separate.... Look this is our cognitive awareness or social responsibility area or equity area or whatever. So the programs have jumped around... We have been lucky enough I suppose to come in at a time when [redacted] and [redacted] and [redacted] have taken the reigns in there and designed a coherent wider program that tries to bring these initiatives together and create a pragmatic exercise to evaluate them and have them better embedded within the university to show impact. [redacted] has been around for a long time.. but it started at one end of the university and run through different areas and ended up in Marketing.. It been in education and marketing.. its been everywhere. Because of the funding model, co-ordinators change, personnel change but one of things I talk about when interviewing or to schools is continuity and we don't have any ourselves. Its an amazing situation.. It's a fundamental part of the group. Anything that AimHigher catastrophe taught us.. the major thing that came out of.. I remember I went to a lecture from the Director of AimHigher at one point before he was asked if he had advice on what makes a good program he said that he can break it down into one word and that was "continuity". He said it doesn't matter how good bad or ugly the tutor is he said as long as they turn up consistently, then you will have an impact. It might be emotional, but if he is turning up then maybe the kid will and I think that's something that we trying to embed in our program as much as possible but we don't have it within our program so that there's this disjointed kind of message and of course that has an on flow effect for how we evaluate it. I wouldn't say if you looking in a historical context of evaluating these programs they have been separate so [redacted] has been doing their own thing, [redacted] has been doing their own thing. As I say it probably changes yearly but how it is evaluated again is not consistent with the continuity message but there is a huge issue [redacted] has had probably in the last 2 or 3 years a more succinct message about how they evaluate.. The questions change and things like that and then this year with the birth of the [redacted] program we have the opportunity now to really take a look deeper into it. I suppose it also helps that we have an interested and dynamic team this year in the program who are really keen.. very different skill sets that run through the program but ultimately the main co-ordinators are interested in carving out careers and experience in research. Especially [redacted] and myself are education radicals, so we want to be on the forefront of this kind of stuff. So we are continually looking at research and best practice and trying to embed interesting ways of evaluating a program of course what that has meant that we have fundamentally overhauled everything and started from dot this year. But the idea being that we can create some sustainability in the program and create a more long term and sustainable message through the program and service. I guess I would potentially have that as a note onto possibly distinct from other programs. I think with this volunteer model is also a professional service so we would kind of not necessarily just because of the way we have decided to fund the program, we don't necessarily fit within the charitable philanthropic model where its community based and we trying to get people involved and to help out and because of that it's a bit looser. So we trying to very much establish ourselves as a professional body.
P8	Yes its funny being in a place where reporting KPI's and people freak out.. Hmm whatever.. its fine... how else are they going to measure whether you are doing your job or not.. <b>Yes so to see if something is doing well and if so why is it doing well. Hang on this may not be working so well and so may be able to draw some elements from here.</b> Yes and if its not working well then we shouldn't be funding it. It should be changed or modified. Funding is really precious and it should be spent on things that are making the difference.
<b>Ethics Approvals</b>	

C2 & P5	<p>I mean we decided that we had to at the beginning of the year put down a few constants. So we had to get a HREC approval for the research that we are doing. So we had to establish what are our benchmarks.. so we came up with those.. But we are continually reflecting back on what that model is and one of our issues is that we are not clear on the parameters of what we can report and evaluate on. So for example we know the default position is that we got HREC then you can ask them and do it. Part of the problem we have spoken of is incredibly short time frame. We get 12mnths and realistically it's not 12mnths. Because we all rock up in January and discover if we all have a job, maybe not quite as bad as that. But we rock up and we have to start from ground zero, recruit all our guys and firm up our partnerships. So embedded in that is this massive time issue. And really we don't know as we having these conversations about reflecting on evaluation, we might come up with this great concept and do we have to put that within our HREC application, do we have to get an amendment for every idea or as seems to be some of the advice, the HREC really just gives you some professionalism in terms of reporting on data and you have HREC for it. But that doesn't mean you can't ask market research questions to the same students and things like that but you know when you are dealing with students it's hard. For example with the [REDACTED], my conversation with HREC initially was we don't know whether we going to have 500 or 2000 kids that we are working with. So in terms of getting there and it could be any year group from K-12, so what are the parameters around that and what do we need to get signed off. Their advice was look just get Parental consent for any question you're asking for. And that's massively restrictive because within that consent form we have to send them a breakdown of the type of questions we're asking them and essentially we restricted by whatever HREC has said. And then there's the time you can't just get approval for it. Pre and post there might be an interesting question we can ask and then we have to get it approved. They only sit every month and we are on a 12 month time table. You look at the secondary program which is only 18 weeks... the [REDACTED] one is 6 sessions with the students. Again it's just the nature of schools we working with. You have students who just the unforeseen things will happen. There might be this idea and everyone thinks wow this is amazing... How do you capture that.. We have got to get ethics approval to capture this properly and its gone and it's too late and we can't anything about it. And now we're restricted to reporting on it anecdotally which is about the only thing we can do to get away with it. If it's been sent to us by a teacher or coach we feel that we can put that in but anything from the kids, unless its observed by an adult or one of our employees. We have these sessions every day when one of us would have read something or come up with this idea and we sort of restricted how we can talk about it. We can talk loosely about it.. around the theories and when we report we can reflect back on the program and say but then it becomes supposition and it's not factual and we lose some integrity in the data. But we ultimately would like to do is in recognition of the fact that there is the dearth or lack of best practice we would like to start producing some presentations and articles that get published and look at this space. Whether it's a reflection of how we could have done this better or how we did this... We would like to produce these resources... but none of us are yet expert researchers</p>
<b>Short term nature of programs</b>	
C2 & P5	<p>Okay so the issue is that this program has come around in a very short space of time and after HREC was put in. So we looking at the questions we have currently and they were built around a [REDACTED]. I am one as well... So we have a few [REDACTED], students and people involved with the [REDACTED] club as well. So some questions will be appropriate for the students to answer and we will phrase it in terms of their learning or classes... we will contextualise it so consider it rowing... however again in terms of having specific evaluation questions set out or surveys or whatever, not particularly but we can adapt from coaches. A lot of it otherwise is going to be my own reflections and impromptu things I am doing throughout the program as well which are learning exercise for the students such as interviews and completing workbooks as well. So I can assess their own views on how learning goes as well, because with questions in the books I've used Blooms taxonomy scaffolds the questions themselves, so its basic comprehension, are they applying looking learning, analysing information and why is this the case and how can you apply this.. So I can check their standing based on how they going with the workbooks... my perceptions to their attitudes towards the sports, taking part, their engagement with all training opportunities and coming onto campus as well and I will also be relying on interviews with the volunteer coaches as well who are part of the programs and receiving a commission. Therefore reporting on the programs internally will be easy but we will need to look at putting in an amendment... but again it's a pilot and realistically this will all be over in about a month and a half.. It was a scramble to get it going because of the time lines for the rowing competition because it was set in the calendar.. So this is good in terms of being a pilot its very short.. It got off the ground.. There are so many things to work through and work past.. The biggest being communication.. For my own reflection, I am very heavily emotionally involved in this and I think this is an issue ... I</p>

continually separate myself from it. As an example.. One of the students in the program has been withdrawn from it by her mother because the mother felt that she shouldn't more than one sport and for me that disappointing. There's more than just sport. There's one water training session a week, there's one gym session a week, and then apart from that there's tutoring all based in class time and 3 opportunities to represent and race for the school. There's not really a big commitment because I saw how much she got out of it and her mum never did. So I have to say that's fine, I have to have better communication going back to parents to let them know how it's going ... same thing co-ordinating with the school because it is a pilot, a new program finding and getting everyone on the same page and getting as much support as possible.. it's been frustrating again as this is engaging students as much as possible. My passion is finding a unique conceptualiser for new objectives and learning material.. I just think there are better ways to teach than a traditional model.. just like this [REDACTED] program.. there's a big picture model and again finding a contextualise bases the students and directs the students learning.. this is [REDACTED].. in that model. So much about it is getting them towards racing. But to get there they have to understand the history and the theory and what they doing. Lots of things that are part of the process... capturing that is difficult and ensuring there is enough support along the way is difficult. My own... I have become increasingly frustrated with the school because almost all of them every staff member I talked to at the school.. working in an [REDACTED] college... they keep saying good luck trying to keep them engaged.. and they have already written them off. And I think these are the staff at the school and it's a shame all the students say they want to do more training and more sessions... and it's the school that's stopping them engaging... a lot of them are borders and the boatshed is less than a kilometre away.. I can meet students at any time and it's the school stopping that.. It frustrating... this just completes the cycle of why we are in these schools because we got to support the students better. In terms of evaluating how this has gone, I will be able to speak about success, barriers, just do a SWOT analysis of it.. and do some forward planning. In terms of the future I think I can get the program embedded in the school earlier in the year and having a more structured approach, and setting clear expectations. We are still developing a MOU between us and the school and also [REDACTED] WA and other people as well. There are a lot of partners involved in this program. It all happened very quickly but it had to happen quickly. In terms of finalising we reflect on how everything is going and this is part of it. [REDACTED] was talking about a 12month contract. We come in January and learn about funding in February, schools and unis are not back yet.. We are limited because in the first couple of weeks at school teachers don't want to know about because they are getting into classes and getting everyone settled. So in terms of getting everything organised its difficult because we are contacting them in October and November saying hey we would like to do this next year when It is difficult to set up for the future though because your own future isn't clear because of the 12mnth contracts.